DOCUMENT RESUME

ED 113 400 UD 015 488

AUTHOR	Dixon, Margaret A.; Duncan, Nellie R.
TITLE	Facilitating the Adjustment to and Participation in the Life of the School and Community by Newly Arrived Puerto Rican Pupils and their Parents. Maxi I Report.
PUB DATE	15 Sep 74
NOTE	367p.; Ed.D. Dissertation, Nova University, Fort Lauderdale, Florida, 1974. Not available in hard copy due to marginal legibility of original document
EDRS PRICE	MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Adjustment Problems; Biculturalism; Bilingual Education; Bilingualism; Bilingual Schools; Bilingual Students; Community Involvement; *Comprehensive Programs; Educational Policy; Emotional Adjustment; *Immigrants; Minority Group Children; Parent Participation; Parent School Relationship; Personal Adjustment; Puerto Rican Culture; *Puerto Ricans; School Involvement; Social Adjustment; Student Adjustment
IDENTIFIERS	*New York (Manhattan)

ABSTRACT

This document describes the planning and implementation of a comprehensive program to facilitate the adjustment of newly arrived Puerto Rican pupils and parents to the school and the surrounding East New York community. The program encompassed the following areas: improvement of school atmosphere, training of teachers and para-professionals, more effective use of instructional materials, greater emphasis on Puerto Rican history and culture, instruction in the Spanish language for staff members, and parent and community involvement. A process evaluation of all program components was made bi-monthly by the program participants. Objectives of this evaluation study are to determine the operational status and objectives, population served, staff utilization, specific activities and methodology, parent and community involvement, facilities and materials used, and effectiveness for each of the enumerated components. The program is said to be processing with satisfactory results. In order that the needs of new arrivals will be met on a permanent and on-going basis, a bilingual educatinal program for the school is proposed. This proposal along with samples of materials employed in the training program, manuals for in-service courses, materials pertaining to parent activities, curriculum areas for teaching in a bilingual program for grades 1-3, and recipes for Puerto Rican food dishes are included in the appendices. (Author/AM)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED113400

to: Disadvantaged

FACILITATING THE ADJUSTMENT TO, AND PARTICIPATION IN, THE LIFE OF THE SCHOOL AND COMMUNITY BY NEWLY ARRIVED PUERTO RICAN PUPILS AND THEIR PARENTS

by

Margaret A. Dixon

and

Nellie R. Duncan

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

UD 015488

New York City Cluster
Dr. David Seeley, Coordinator

Maxi I Report
September 15, 1974

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TABLE OF CONTENTS

Page

ABSTRACT .... (i)

INTRODUCTION .... (ii)

THE PROBLEM 1

- Preliminary Assessment and Planning 3

CONCEPTUALIZING A SOLUTION 6

- Improvement of School Atmosphere 6
- Need for Training of Teachers and Paraprofessionals 7
- Instruction in the Spanish Language for Staff Members 8
- More Effective Use of Instructional Materials 8
- Greater Emphasis on Puerto Rican History and Culture 9
- Wider Participation in School and Community Activities by Newly Arrived Puerto Rican Parents 10

PROGRAM DEVELOPMENT 11

- Improvement of School Atmosphere 11
  - Revision of Assignments of Bilingual Aides 12
  - Development of a manual, "Bien Ven Neé Dose" 13
  - Enhancement of Physical Plant to Reflect Puerto Rican Presence 16
- Training of Teachers and Paraprofessionals 17
  - Conferences 17
  - Workshops 18
  - Training Paraprofessionals to Work with Bilingual Students 21

TABLE OF CONTENTS
(continued)

TABLES Page

Table 1 ... Ethnic Distribution of Pupils in P.S. 345... 3

Table 2.... Classes Conducting Model Programs..........42

Table 3.... Academic and Social Achievement of Identified Children........................43

Table 4.... Utilization of Materials..................43

Table 5....Pre and Post Test Scores (Reading and Math...44

Table 6....Personnel Attending Training Sessions........46

Table 7....Utilization of Materials Developed for the Program.....................................48

Table 8....Results of Questionnaire to Parents.........53

APPENDICES

Appendix A....Bien Ven Neé Dose

Appendix B....Samples of Materials Employed in Training Program

Appendix C....Manual for In-Service Course, "Boricuas: The Puerto Ricans"

Appendix D....Manual, "Culture of the Caribbean Kit"

Appendix E....Delicious Puerto Rican Recipes for Children

Appendix F....Puerto Rican Food Dishes

Appendix G....Materials Pertaining to Parent Activities

Appendix H....Projected Plan for a Bilingual Mini School for P.S. 345

Appendix I....A Study of Curriculum Areas for Teaching in a Bilingual Program for Grades 1-3

TABLE OF CONTENTS
(continued)

Page

Training in the Spanish Language for Staff Members 23

More Effective Utilization of Curriculum Materials............ 24

Greater Emphasis on Puerto Rican History and Culture.......... 27

Parent and Community Involvement............................. 31

Orientation to the School's Educational Program.......... 33

Orientation to the Community.............................33

Parent Volunteers.. 34

Language Lessons... 34

Parent Workshops... 36

Newsletter... 36

The Latin American Festival.............................. 38

Summer Program... 39

EVALUATION DESIGN.. 41

A LOOK TO THE FUTURE... 55

BIBLIOGRAPHY... 62

ABSTRACT

The purpose of this practicum was to initiate, at Public School 345, a comprehensive program that would facilitate the adjustment of newly arrived Puerto Rican pupils and parents to the school and the surrounding East New York community. The program has been implemented and is progressing with satisfactory results.

So that the needs of the new arrivals may be met on a permanent and ongoing basis, a proposal has been formulated for a truly bilingual educational program in the school.

INTRODUCTION

The many voices of America, the many languages, compose a symphony of beauty and strength in which all Americans may take pride. Mutual understanding of different languages and cultures is important in a nation which respects diversity and individuality while it works toward unity.

The Bilingual Education Act, introduced in the United States Senate in January, 1967, became Title VII of the Elementary and Secondary Education Act Amendments of 1967. It is intended to conserve our language resources and to advance the learning of the child, regardless of his language. It seeks to make learning the objective of the classroom, using other languages, in addition to English, to accomplish this objective.

Unfortunately, in many educational settings throughout this country, programs have not been implemented to fulfill the provisions of this legislation. District 19, in the East New YOrk section of Brooklyn, has an ever-increasing Spanish dominant population. The schools' bilingual education programs have not kept pace with the enrollments of non-English speaking pupils.

A sudden and unexpected influx of newly arrived Puerto Rican families into the neighborhood served by Public School 345 highlighted the necessity for programs to meet the needs of the newly arrived pupils and parents. Not only did they have the handicap of the language barrier, but were entering into a new and strange culture, with many habits and customs that differed from those they knew in "the beautiful island". Puerto Rico.

The administration of Public School 345 was faced with the challenge of facilitating the adjustment of the new arrivals to the school and the community. This was done through the planning and implementation of a comprehensive program, utilizing the efforts of many individuals, and encompassing the following areas:

1. Improvement of School Atmosphere
2. Training of Teachers and Paraprofessionals
3. More Effective Use of Instructional Materials
4. Greater Emphasis on Puerto Rican History and Culture
5. Instruction in the Spanish Language for Staff Members
6. Parent and Community Involvement

The success of this program did not obscure the need for an ongoing program of truly bilingual education. Proposals for such a program have been made. It is expected that they will be implemented on a school and district level during the 1974-75 school year.

FACILITATING THE ADJUSTMENT TO, AND PARTICIPATION IN, THE LIFE OF THE SCHOOL AND COMMUNITY, BY NEWLY ARRIVED PUERTO RICAN PUPILS AND THEIR PARENTS

by

Margaret A. Dixon[1]

and

Nellie R. Duncan[2]

---

[1] Principal, Patrolman Robert Bolden School (Public School 345), Brooklyn, New York. Pupil population 1550, Grades Kindergarten - 5.

[2] Citywide Coordinator, Emergency School Assistance Act Programs, Board of Education of the City of New York

THE PROBLEM

To elementary school administrators, the word September evokes visions of shining, clean corridors, mailbags filled with summer mail, and teachers arriving early laden with shopping bags filled with charts and posters. In the schoolyard, girls in sparkling new dresses shriek greetings to their friends, and boys totter unaccustomedly on their high heels. September has arrived, and school is open.

For the principal and secretaries of Public School 345, there is another, less pleasant, vision of school's opening. Registration days! In a school with an 85% mobility factor, one can anticipate, regardless of careful preplanning, a crowded office, jammed corridors, demanding parents, crying children, lost report cards - in a word, confusion!

Each year, before the closing of school in June, the principal and secretaries have preplanned strategies for registration procedures during the opening days of school. Each year, they have made improvements and, in June 1973, were absolutely certain that the September 1973 registration period would be orderly and efficient.

They were mistaken! The numbers of admissions and discharges were without precedent. Particularly impressive was the very large number of non-English (Spanish) speaking registrants. Difficulties in communication were responsible for many frustrations and delays.

A study of the pattern of admissions and discharges revealed that numerous English speaking families had moved from the neighborhood into two recently opened housing developments. They had been replaced, almost without exception, by newly arrived Puerto Rican families who spoke little or no English.

The school was not equipped to provide a meaningful educational experience for the newly arrived pupils. Its program for the education of non-English speaking (N.E.) pupils had, in the past, been inadequate. Meeting the needs of the increased population would require planning, resourcefulness, and the efforts of many individuals working together toward the objective of providing a viable educational experience for these pupils.

Preliminary Assessment and Planning

The Principal and the Coordinator brought to the attention of the District Supervisor of Bilingual Education, the District Superintendent, and the City Administrator of the Office of Bilingual Education the urgent need of P.S. 345 for the assignment of additional bilingual personnel. It was pointed out, as indicated in Table 1, that, since its opening in 1967, the school had had a steady increase in the percentage of N.E. children. Services to this population had not increased proportionately.

Table 1.

Ethnic Distribution of Pupils in P.S. 345
(Expressed in Percentages)

	Black	Puerto Rican*	Other
1967	59.9	31.5	8.6
1968	56.9	37.7	5.4
1969	55.8	39.5	4.7
1970	55.2	40.2	4.6
1971	55.2	42.4	2.4
1972	53.4	45.1	1.5
1973	45.7	53.4	.9

*Includes other Spanish surnamed.

A survey revealed that the school now had 221 pupils rated F (the most serious of difficulty with the English language), according to the New York Scale of Ability to Speak English. Only 34 of these youngsters were enrolled in the bilingual class. The only additional help received by the remaining 187 pupils was to meet with the TESL (Teacher of English as a Second Language) for forty-five minutes two or three times a week.

The number of staff members who could communicate with, and provide additional services to these pupils was limited to:

1. one TESL
2. one full-time bilingual teacher who was assigned to a first grade bilingual class
3. one part-time bilingual teacher
4. four Spanish-speaking paraprofessionals
5. four Spanish-speaking school aides
6 one Spanish-speaking family assistant

The needs of the school were acknowledged, but the Principal and Coordinator were informed that additional bilingual teachers were simply not available. For the 1973-74 school year, it would be necessary to make optimum use of present resources, while planning for improved programs in future years.

The District Supervisor and the City Coordinator pledged their assistance in seeking solutions to the very real problem facing the school.

The Principal and the Coordinator met with key school personnel (assistant principals, guidance counselors, grade leaders, parent representatives, a secretary, and a representative of the paraprofessionals) to consider the increased enrollment of N.E. pupils and its impact upon the program of the school. They identified the following areas of greatest need:

1. Improvement of school atmosphere
2. Training of teachers and paraprofessionals
3. Training in the Spanish language for staff menbers
4. More effective use of instructional materials
5. Greater emphasis on Puerto Rican history and culture
6. Wider participation by newly arrived parent in school and community activities

CONCEPTUALIZING A SOLUTION

A solution would require careful consideration of each of the identified problem areas. The cooperation of school, district, and city personnel would be needed to effect improvement in the program for the present year, and to plan a truly bilingual program for future years.

The district supervisor met with the principal, coordinator, and assistant principals to specify weaknesses and necessary improvements in each of the problem areas.

Improvement of School Atmosphere

Reflection on our school environment and routines revealed an apparent lack of awareness of, and sensitivity to, the presence of Puerto Rican pupils and parents. This lack was most evident in intake and registration procedures.

New arrivals were greeted by receptionists who spoke English only. Puerto Rican parents who spoke no English had to bring along an interpreter, or indicate, as best they could, that they wished to register their children. Having gotten past the reception desk and found their way to the main office for registration, parents were again subjected to "English only" communication. When the severity of language difficulties precluded the securing of necessary information, parents were directed to wait while an attempt was made to locate a school aide, a parent, or even a pupil, to serve as translator. Often, misunderstandings resulted as secretaries attempted to convey to parents such basic information as:

1. child's class, teacher, room number
2. lunch procedures
3. arrival and dismissal procedures

Lack of sensitivity to the Puerto Rican presence was apparent, also, in the absence of signs in Spanish, and posters with which speakers of Spanish might identify.

Need for Training of Teachers and Paraprofessionals

As the number of non-English speaking (N.E.) arrivals increased, teachers became increasingly aware of their own inadequacies in working with them. In addition to the frustrations evoked by the inability to communicate, there were the insecurities posed by a lack of knowledge of effective procedures for educating N.E. children in the regular classroom. Paraprofessionals who assisted classroom teachers were similarly insecure.

If our newly arrived Puerto Rican pupils were to receive any semblance of the educational experience to which they were entitled. it was imperative that a program of training for teachers and paraprofessionals be instituted. The unavailability of additional bilingual personnel made more urgent the provision of such a program for present staff.

Instruction in the Spanish Language for Staff Members

Although it was not possible to provide a course in "instant Spanish", it was necessary to give staff members a rudimentary introduction to the language and to verse them in phrases most needed for a minimum level of communication with N.E. pupils and parents.

More Effective Use of Instructional Materials

During recent years, there has been growing interest in bilingual education. The school administration was aware that there were available, in the school, numerous materials on the subject. These materials were in scattered locations; the bilingual class, the principal's office, offices of the assistant principals, office of the T.E.S.L. (Teacher of English as a Second Language), the audio-visual storeroom. There was need:

1. to make an inventory of all bilingual materials in the school.
2. to set up a central location for materials.
3. to assess the value of materials

4. to make a needs assessment as to additional materials required, and to secure such materials.
5. to facilitate the best use of materials.

Greater Emphasis on Puerto Rican History and Culture

Dr. Nieves Falcon, Associate Professor of Sociology, College of Social Sciences, University of Puerto Rico, has expressed the importance of the knowledge of a people's history and culture in this way:

> Land, people, and culture. These are the elements which create a society and bind together the individuals who belong to it. The objective and affective meanings of these elements must be thoroughly understood in order to comprehend the character and nature of its bearers, to apprehend clearly the subtleties accompanying manifested behavior, to grasp the significance of their pains and their happiness.
>
> Such an understanding makes possible a clearer discernment of those factors which account for existing differences and culls out the dignifying essence which is common to all men as members of the human family.

The pupils, staff, and parents of P.S. 345 were dismally deficient in such knowledge, never having been versed in the rich culture of Puerto Rico. There was a need to plan programs to broaden the knowledge of non-Puerto Ricans with regard to their Spanish speaking neighbors, and to provide means whereby Puerto Ricans themselves might serve as resources for knowledge concerning their origins, history, and traditions.

Wider Participation in School and Community Activities by Newly Arrived Puerto Rican Parents

The marked increase in Puerto Rican enrollment was not reflected in parent participation and attendance at school activities. Newcomers seemed reluctant to enter the school's Family Room, or to join the Parent Teacher Association. Even among "old-timers", there was little communication between groups of Puerto Rican and non-Puerto Rican parents. Creating better communication between the two groups and involving new parents in school and community activities would benefit all parents and their children.

These, then, were the concerns of the practitioners as they planned and implemented a program to facilitate the adjustment of newly arrived Puerto Rican pupils and parents to the school and the community.

PROGRAM DEVELOPMENT

Through a series of conferences involving the principal, assistant principals, coordinator, guidance counselors, teachers, paraprofessionals, parent representatives, school aides, lunchroom and custodial personnel, the entire staff became aware of the need for the conceptualized program. Their ideas, cooperation, and support were enlisted for the implementation of the program.

Improvement of School Atmosphere

It has often been said that first impressions are lasting. Admittedly, they can have a profound effect upon one's initial reaction to an experience and his reception or rejection of subsequent related ones.

Immediately upon entering a school, one can sense its atmosphere. It may be one of warmth, joy, helpfulness - or it may radiate indifference, even hostility. We recognized the need to effect changes in our school atmosphere so that it would reflect sensitivity to the presence and needs of Puerto Rican pupils and parents. We sought to achieve this through the following measures:

1. Review of assignments of bilingual aides, in order to improve intake procedures.
2. Development of a manual to provide English speaking school personnel with a rudimentary means of communication with Spanish speaking parents and pupils.
3. Enhancement of the physical plant to reflect awareness of the Puerto Rican presence.

Revision of assignments of bilingual aides:

We were aware of the fact that the use of the English language only often led to feelings of alienation and frustration among newly arrived parents and pupils. In an effort to prevent the onset of such feelings, we would attempt to provide Spanish speaking personnel during the intake process.

Assignments of school aides were reviewed, toward the end of providing Spanish speaking persons at the reception desk on a day-long basis. However, the limited number of bilingual aides, plus the district assignment guidelines, permitted such coverage for only a portion of each day.

Guidelines did not permit the assignment of any of our present bilingual personnel to the general office, where none of the four secretaries had any knowledge of Spanish. Very fortunately, however, in January, 1974, the district bilingual coordinator was able to provide us with a bilingual family assistant, who was assigned to the general office. He was of tremendous help in receiving parents and assisting secretaries in acquiring some knowledge of the Spanish language. He was of great help, also, in explaining to the secretaries certain Puerto Rican customs, thereby creating in them greater sensitivity to the needs of our newly arrived pupils and parents.

Development of a manual, "Bien Ven Nee' Dose":

Having exhausted the possibilities for more effective use of bilingual personnel, we were faced with the need for providing some means of communication between many English speaking school personnel and our newly arrived parents and pupils. How wonderful it would have been if we could have had a course in "instant Spanish" that, within a few days, would have created fluent speakers of the language. Alas, this was not to be. The principal conceived the idea of developing a manual that would provide a rudimentary means of communication with Spanish speaking persons in certain school situations.

The manual was called "Bien Ven Nee' Dose" (Appendix A) a phonetic rendering of the Spanish word for welcome, Bienvenidos. It required many weeks of work and the efforts of many individuals.

School aides, secretaries, and counselors were asked to record the phrases and sentences they most often used in communicating with parents. These were translated into Spanish by the bilingual teacher. The principal then "translated" the Spanish expressions into the phonetic English equivalents. Copies of the booklet were provided for all school personnel. Instruction and practice in its use were given by the principal, bilingual personnel, and parent volunteers.

In addition to the manual, a set of cards was prepared for use of secretaries. These cards facilitated the securing of certain information when oral communication was inadequate. Questions and answers appeared in English and Spanish. It was possible for parents to point to the proper response. A facsimile of a sample card appears below.

THE STREETS - LAS CALLES
(LAHSS KY- YESS)

On what street do you live?	En que calle vive usted? (Ain que ky-yeh veeve oosted?)

1. Ashford
2. Atkins
3. Atlantic
4. Belmont
5. Berriman
6. Blake
7. Cleveland
8. Elton
9. Essex
10. Glenmore
11. Liberty
12. Linwood
13. Milford
14. Montauk
15. Pitkin
16. Shepherd
17. Sutter
18. Warwick

The two guidance counselors had been enrolled in the Berlitz Conversational Course for a period of a year. They used "Bien Ven Need Dose" with facility in the orientation and screening process for new Puerto Rican pupils. The counselors reported that the manual was of particular value, since it related directly to the orientation interview, rather than to travel situations, as did the Berlitz course.

It was gratifying to note the degree of excitement stimulated by the use of "Bien Ven Nee Dose". Using it appeared to be a new game. Secretaries, aides, counselors, teachers, and administrators vied with each other to see who could memorize expressions most accurately. Bilingual school personnel and bilingual parents were extremely helpful in assisting users of the manual.

As the weeks passed, more and more Spanish expressions were used with increasing accuracy. One could observe the smiles of relaxation on the faces of parents when they were addressed in Spanish, however imperfect.

Enhancement of physical plant to reflect Puerto Rican presence:

Measures were undertaken to create an atmosphere of welcome and "belonging" for the new arrivals.

Welcoming posters, in the school colors of red and black, were constructed by parents in the Family Room. These posters, in Spanish and English, were placed above the entrance to the main lobby.

Signs on the door of the Family Room greeted visitors in Spanish and English.

Colorful posters of Puerto Rico were placed on the walls of the corridors.

During the course of the school year, bulletin boards and showcases were devoted to Puerto Rican history and culture.

****

In addition to these measures which were taken to improve school atmosphere, efforts were made to place newcomers in classes where there were bilingual pupils to assist them.

We continued our policy of sending home all communications in both English and Spanish.

Training of Teachers and Paraprofessionals

Conferences:

Conferences were conducted to train classroom teachers and paraprofessionals in the techniques and methodologies of Bilingual-Bicultural Education, as well as Teaching English as a Second Language. Two of the district bilingual teacher trainers were involved in this phase of the program. Consultants from the central Board of Education conducted several of the conferences. P.S. 345's TESL teacher made on--going contributions to the conference sessions.

Demonstration lessons were frequently used as an approach for introducing and showing the effectiveness and validity of the full bilingual-bicultural educational experience.

The January, 1974, staff conference was devoted entirely to Bilingual Instruction. The notes, included here, indicate the areas of consideration by bilingual teachers who conducted the conference. These notes served as a review and reinforcement for staff members who were participating regularly in the teacher training sessions, and as new material for those staff members who were not directly involved in the program.

P.S. 345
111 Berriman Street
Brooklyn, N.Y. 11208

MARGARET A. DIXON
PRINCIPAL

Assistant Principal
Fred Garbowitz
Sheldon Goodman
Paul Mendelsohn
Edwin Rudetsky

CONFERENCE NOTES
January 28, 1974

I. OBJECTIVES OF BILINGUAL INSTRUCTION

1. To develop special methods and techniques which will permit Spanish-speaking children to advance in various subject areas in spite of their English language limitations.

2. To develop a competence in English in children whose vernacular is Spanish in order to allow continuous progress through school.

3. To provide better educational opportunities in the work world for Spanish-speaking children and youth.

4. To develop competence in English and Spanish for a limited number of monolingual, native English-speaking children through participation in bilingual and bicultural programs, when requested by children and parents.

5. To establish closer parent-school communication.

6. To develop competence in Spanish in order to enhance self-concept and learning ability through knowledge of history and culture associated with the Spanish language.

7. To help students to learn the required subject content in various areas and attain the academic preparation necessary to succeed at higher levels of instruction.

II. THE PUERTO RICAN FAMILY

The Puerto Rican family is well knit and its ties are strong. The father, as head of the family, makes rules and demands; the others comply. The wife is a submissive helpmate. She runs the home and protects the children against the anger and chastisement of the father. Grandparents, aunts, uncles, nieces, nephews, cousins, and even godparents constitute the extended family, and they are all very close and helpful to each other. In Puerto Rico, the family has a place in the community. It is known and respected. Its members have a feeling of security, and a sense of belonging. Thus, when a small part of the family comes to live in a large, impersonal mainland city, it is difficult for them to overcome feelings of loneliness. The warmth of interaction and the feeling of being known, wanted, and needed is missing. It takes a long time for the friendly Puerto Rican to adjust to this indifferent environment. The fast tempo of city life is also an irritation to the easygoing islander. The impersonal indifference of the people to whom he needs to go for help often hurts him deeply.

I. OBJECTIVES OF BILINGUAL INSTRUCTION

1. To develop special methods and techniques which will permit Spanish-speaking children to advance in various subject areas in spite of their English language limitations.

2. To develop a competence in English in children whose vernacular is Spanish in order to allow continuous progress through school.

3. To provide better educational opportunities in the work world for Spanish-speaking children and youth.

4. To develop competence in English and Spanish for a limited number of monolingual, native English-speaking children through participation in bilingual and bicultural programs, when requested by children and parents.

5. To establish closer parent-school communication.

6. To develop competence in Spanish in order to enhance self-concept and learning ability through knowledge of history and culture associated with the Spanish language.

7. To help students to learn the required subject content in various areas and attain the academic preparation necessary to succeed at higher levels of instruction.

II. THE PUERTO RICAN FAMILY

The Puerto Rican family is well knit and its ties are strong. The father, as head of the family, makes rules and demands; the others comply. The wife is a submissive helpmate. She runs the home and protects the children against the anger and chastisement of the father. Grandparents, aunts, uncles, nieces, nephews, cousins, and even godparents constitute the extended family, and they are all very close and helpful to each other. In Puerto Rico, the family has a place in the community. It is known and respected. Its members have a feeling of security, and a sense of belonging. Thus, when a small part of the family comes to live in a large, impersonal mainland city, it is difficult for them to overcome feelings of loneliness. The warmth of interaction and the feeling of being known, wanted, and needed is missing. It takes a long time for the friendly Puerto Rican to adjust to this indifferent environment. The fast tempo of city life is also an irritation to the easygoing islander. The impersonal indifference of the people to whom he needs to go for help often hurts him deeply.

III. THE PUERTO RICAN CHILD

On the island, the child is loved, cared for, and protected by both the immediate and the extended family. His needs for love, security, worthiness, and a sense of belonging are fully met. He is happy in school, where he is known and wanted, and happy in the community, where he plays safely with friends who accept him as an equal. He is ignorant of family problems and enjoys his childhood.

But life changes for the child when his immediate family decides to come to the states in search of an economically better life. Usually, there is no apartment waiting when the family arrives, so it moves in with relatives or friends in already crowded quarters which are generally in the slum section of the city. As a result, children are in the way. They are sent outdoors to play in the streets. They learn new ways and begin to forget the old. Drastic changes take place in the child's life. In the beginning, he is a stranger among strangers because he can't speak English. But when he learns the new language and adjusts to the new ways, he may become a stranger among his own people.

Parents lag behind in learning English and adapting to the new culture. They hold on desperately to their customs. Therefore, the child becomes the interpreter--not only of the new language but of the new values and ways of life. As spokesman for the family, he becomes involved in all family matters. Free to play and enjoy childhood in Puerto Rico, he becomes burdened with family problems and responsibilities on the mainland. Added to this is his need to adjust to an alien school situation, and to teachers whose values are different.

It is the role of the school not only to know who the Puerto Rican is, but to recognize the fact that there are different groups of Puerto Ricans on the mainland, particularly in New York City. These groups are:

> The newly arrived, who are different today from the early Puerto Rican migrants, due to changes in education, industrial standards, and differences in Puerto Rico itself. They are more enlightened, more socialized, and more representative of the individual in an industrial society.
>
> The second generation Puerto Ricans--Many have become integrated in the dominant society, and have achieved high levels of success. Among outstanding representatives of this group: Herman Badillo, former President of the Borough of the Bronx in New York City; and Joseph Monserrat, ex-president of the New York City Board of Education, and currently a member of it. (The list can be localized in terms of discovering the names of outstanding Puerto Ricans in your community or state who have become prominent in certain specialties, including the arts.)
>
> A distinct group of young activits who are articulate spokesmen for social reform. Among these are the Young Lords.
>
> A large group of Puerto Ricans who have been unable to climb from the lowest rungs of the ladder of employment and are forced to live in the slums, hating and fearing its dangers and degradation. Their only hope is the promise of America: a better life in the days to come.

It is also the responsibility of the school to provide an adequate atmosphere for learning, in addition to a type of education which will allow the Puerto Rican child to grow up believing in himself, in his roots, and in his culture. At the same time, the school should help him to accept the new culture with its differences in customs and values, so that he can function as a useful and constructive member of the society in which he now lives.

IV. READING DISABILITIES OF CHILDREN LEARNING ENGLISH AS A SECOND LANGUAGE

They hold on desperately to their customs. Therefore, the child becomes the interpreter--not only of the new language but of the new values and ways of life. As spokesman for the family, he becomes involved in all family matters. Free to play and enjoy childhood in Puerto Rico, he becomes burdened with family problems and responsibilities on the mainland. Added to this is his need to adjust to an alien school situation, and to teachers whose values are different.

It is the role of the school not only to know who the Puerto Rican is, but to recognize the fact that there are different groups of Puerto Ricans on the mainland, particularly in New York City. These groups are:

> The newly arrived, who are different today from the early Puerto Rican migrants, due to changes in education, industrial standards, and differences in Puerto Rico itself. They are more enlightened, more socialized, and more representative of the individual in an industrial society.
>
> The second generation Puerto Ricans--Many have become integrated in the dominant society, and have achieved high levels of success. Among outstanding representatives of this group: Herman Badillo, former President of the Borough of the Bronx in New York City; and Joseph Monserrat, ex-president of the New York City Board of Education, and currently a member of it. (The list can be localized in terms of discovering the names of outstanding Puerto Ricans in your community or state who have become prominent in certain specialties, including the arts.)
>
> A distinct group of young activits who are articulate spokesmen for social reform. Among these are the Young Lords.
>
> A large group of Puerto Ricans who have been unable to climb from the lowest rungs of the ladder of employment and are forced to live in the slums, hating and fearing its dangers and degradation. Their only hope is the promise of America: a better life in the days to come.

It is also the responsibility of the school to provide an adequate atmosphere for learning, in addition to a type of education which will allow the Puerto Rican child to grow up believing in himself, in his roots, and in his culture. At the same time, the school should help him to accept the new culture with its differences in customs and values, so that he can function as a useful and constructive member of the society in which he now lives.

IV. READING DISABILITIES OF CHILDREN LEARNING ENGLISH AS A SECOND LANGUAGE

1. Oral Reading

In oral reading, the children tend to ignore punctuation, to stress the wrong words, to be word readers and finger pointers, to use incorrect rhythm, and to misplace accents. They find it difficult to read words of more than one syllable. When reading rapidly they frequently change word order and place the adjective after the noun. For example,"red wagon" is read as "wagon red".

2. Mechanics of Reading

a. Mispronounciations of Sounds

"Ch" is pronounced as "sh", thus words like "march" and "cheap" became "marsh" and "sheep". "Th" becomes "d" or "s" and "father" is read as "fodder","birthday" as "birsday". "Y" is sounded as "j" making "jello" out of "yellow". "V" is pronounced as "b". "M" at the end of the word is pronounced as "n" so that a word like "scream" is read as "screen".

Mispronunciation of vowel sounds create confusion when the child relies upon his pronunciation as a cue to meaning. Reading "collar" for "color", "leave" for "live", "cot" for "cat", and "ate" for "at".

Consonant blends such as "cl", "bl" and "tr" are mispronounced by dropping the second consonant. In the case of "st" or "sp" at the beginning of a word, the letter "e" is added in the initial position and the words are read as "estop" or "espot".

b. Omissions

The letter "s" is often dropped in the initial, medial, and final position of words. Endings of words particularly "d", "t" and "ing" are frequently dropped or blurred. The word that results from this process causes confusion as, for example, when "want" becomes "wen" and is understood as "when", or when "want" becomes "wan" and is interpreted as "one". Dropping the initial "e" in "every" produces "very". "Faster" and "fastest" are read as "fast". Thus, the purpose of the comparative in the passage read is missed. The results of omitting letters, sounds, and endings interferes with the child's comprehension of the reading material.

c. Shift in Tenses

Past tenses are converted into the present. Thus "came" was read as "come", "said" as "say" and "had" is pronounced as "has". "He walked" is read as "He walk."

d. Contractions

The concept of the contraction was not understood. Sometimes it was read as two words, but most often the children could not explain the meaning of the contraction. They could not explain what had happened to the letters or what the apostrophe represented.

3. Comprehension

a. Overall Meaning

Comprehension of reading material is the most serious problem. Even where children have been taught the meaning of each word individually and could utter it accurately phonetically, the overall meaning of the passage is often not clear. They cannot tell what it is about or select a title for it.

the child relies upon his pronunciation as a cue to meaning. Reading "collar" for "color", "leave" for "live", "cot" for "cat", and "ate" for "at".

Consonant blends such as "cl", "bl" and "tr" are mispronounced by dropping the second consonant. In the case of "st" or "sp" at the beginning of a word, the letter "e" is added in the initial position and the words are read as "estop" or "espot".

b. Omissions

The letter "s" is often dropped in the initial, medial, and final position of words. Endings of words particularly "d", "t" and "ing" are frequently dropped or blurred. The word that results from this process causes confusion as, for example, when "went" becomes "wen" and is understood as "when", or when "want" becomes "wan" and is interpreted as "one". Dropping the initial "e" in "every" produces "very". "Faster" and "fastest" are read as "fast". Thus, the purpose of the comparative in the passage read is missed. The results of omitting letters, sounds, and endings interferes with the child's comprehension of the reading material.

c. Shift in Tenses

Past tenses are converted into the present. Thus "came" was read as "come", "said" as "say" and "had" is pronounced as "has". "He walked" is read as "He walk."

d. Contractions

The concept of the contraction was not understood. Sometimes it was read as two words, but most often the children could not explain the meaning of the contraction. They could not explain what had happened to the letters or what the apostrophe represented.

3. Comprehension

a. Overall Meaning

Comprehension of reading material is the most serious problem. Even where children have been taught the meaning of each word individually and could utter it accurately phonetically, the overall meaning of the passage is often not clear. They cannot tell what it is about or select a title for it.

b. Generalizations and Abstractions

Abstractions are difficult to make. For example, if a child knows the word "cow", he does not know that the cow was an animal. When given a group of words and asked to "select the words that show movement" or "words that are numbers", he finds it difficult to understand what he is expected to do although he understands the meaning of the individual words. Following directions in general is a difficulty noted.

c. Homonyms and Antonyms

Children cannot distinguish meanings in homonyms. "Rode" means the same as "road", and "cent" is equated with "sent". The concept of and ability to select opposites causes difficulty.

d. Rhyming

The concept of rhyming is vague.

V. TEACHING READING TO CHILDREN FOR WHOM ENGLISH IS A SECOND LANGUAGE

1. General Information

a. Teacher should understand that teaching reading to the language learner should differ from a regular reading program in that the oral aspect of reading should be emphasized.

b. Learning to speak and understand means learning the language, whereas reading and writing implies that the language is known and that children are learning the graphic representation of it.

c. Recognizing sounds and the letters that represent them is only one part of the reading process. Stress, rhythm and intonation gives meaning to the printed page as well.

d. The language learner depends very heavily on imitating the teacher when learning stress, rhythm and intonation.

e. The printed symbols that aid the children in proper reading e.g. Capital letters, commas, periods, question marks etc. are learned through constant repetition and imitation.

f. Writing should not be taught until the student can read the pattern he is to write.

g. Directed Reading - This method combines oral and silent reading though the technique of the oral reading is stressed. Understanding of all elements of English sentence structure forms and vocabulary is the goal. It is used with charts or reading texts.

2. Suggested Procedure:

a. Select material that is not too long.

b. Motivate the lesson through discussion of content; awaken a desire to find out what the material says.

c. Read the material aloud to the children as they listen and look at the rexographed copy of a chart or at a text.

d. Use normal tempo, stress and intonation, signaling these with hand motions.

e. Help children to identify meaning: of name words by use of pictures; of action words and expressions by dramatization; stop and ask questions that will develop comprehension.

1. General Information

   a. Teacher should understand that teaching reading to the language learner should differ from a regular reading program in that the oral aspect of reading should be emphasized.

   b. Learning to speak and understand means learning the language, whereas reading and writing implies that the language is known and that children are learning the graphic representation of it.

   c. Recognizing sounds and the letters that represent them is only one part of the reading process. Stress, rhythm and intonation gives meaning to the printed page as well.

   d. The language learner depends very heavily on imitating the teacher when learning stress, rhythm and intonation.

   e. The printed symbols that aid the children in proper reading e.g. Capital letters, commas, periods, question marks etc. are learned through constant repetition and imitation.

   f. Writing should not be taught until the student can read the pattern he is to write.

   g. Directed Reading - This method combines oral and silent reading though the technique of the oral reading is stressed. Understanding of all elements of English sentence structure forms and vocabulary is the goal. It is used with charts or reading texts.

2. Suggested Procedure:

   a. Select material that is not too long.

   b. Motivate the lesson through discussion of content; awaken a desire to find out what the material says.

   c. Read the material aloud to the children as they listen and look at the rexographed copy of a chart or at a text.

   d. Use normal tempo, stress and intonation, signaling these with hand motions.

   e. Help children to identify meaning: of name words by use of pictures; of action words and expressions by dramatization; stop and ask questions that will develop comprehension.

   f. Have the children read the material aloud using normal tempo stress and intonation. Help with model when necessary.

   g. Have groups read material aloud: one group; then another. More talented individuals may be called on to read aloud.

h. Have pupils read silently the now familiar material to find answers to factual questions of who, what, where, that can be answered by sentences found in the printed material. The why questions and other inferential questions should occur only when children have acquired sufficient control of the language and understanding the cultural mores involved.

i. Use a variety of activities: dramatization, preparing questions to ask others, sequential listing of sentences which summarize the material, using new words in original sentences, illustrating the material.

j. Use objective exercises: Multiple choice, matching words and phrases with oak tag strips, completion questions, true-false questions, requiring the correct answer if one is false.

k. Use follow up: Prepare rexographed sheets for independent seat work: Select from the following suggestions what is appropriate to the children's ability. Reproduce the story or paragraph, leaving large spaces between lines.

l. Acquaint children with popular nursery rhymes, children's stories, fairy tales, legends and fables.

m. Use illustrations and objective aids to clarify meaning.

n. Help children articulate accurately.

o. Use many language games.

p. Help children develop their own picture dictionaries.

q. Give much approval and encouragement and engender a feeling of success and self-confidence.

SPANISH TRANSLATIONS FOR REPORT CARDS

1. It is a pleasure having ________________ in my class.
Es un placer el tener ________________ en mi clase.

2. ________________ is always very helpful.
________________ es siempre muy diligente.

3. ________________ is trying very hard.
________________ está trabajando muy fuerte.

4. ________________ must try harder.
________________ Debe de trabajar más poner mas - de-su-parte.

5. ________________ must do his (her) homework every day.
________________ debe de hacer su Tarea todos los dias.

6. Please sign ____________ homework every day.
Por favor firmem latarea de______ ____todos los dias.

7. ________________ is doing nicely in reading. (math)
________________ está leyendo (reading) muy bien.
________________ está progresando en matemáticas (math)

8. ________________ must learn to follow directions.
________________ tiene que aprender a hacer lo que le manden.

9. ________________ must come to school on time.
________________ debe de veniral Colegio a la hora senalada.

10. ________________ should read more.books at home.
________________ debe leer màs libros en casa. (lectura extra)

11. ________________ must learn to finish his (her) work on time.
________________ debe de aprender a-terminar su trabajo a tiempo.

12. ________________ must study his (her) spelling words at home.
________________ debe de estudiar su vocabulario en la casa.

13. ________________ has shown improvement in math. (reading, spelling,
penmanship).
________________ ha progresado recientemente en (matemáticas, vocabulario,
math spelling
lectura, escritura.
reading penmanship

14. ________________ is constantly talking and does not pay attention, so
she (he) is not learning.
________________ está hablando constantemente y no pone atención a la
clase, por-eso-no aprende.

15. I hope you will speak to him (her) about this.
Yo espero Ud. hablara con (el) o (ella) al respecto.

16. I am very disappointed in her (his) behavior and work.
Yo estoy muy disgustada con su co m portamiento y su trabajo.

17. ________________ must visit the dentist. (eye doctor)
________________ debe visitar el dentista (el-optometrista)

5. ________________must do his (her) homework every day.
________________debe de hacer su Tarea todos los dias.

6. Please sign ____________homework every day.
Por favor firmem latarea de__________todos los dias.

7. ________________is doing nicely in reading. (math)
________________está leyendo (reading) muy bien.
________________está progresando en matemáticas (math)

8. ________________must learn to follow directions.
________________tiene que aprender a hacer lo que le manden.

9. ________________must come to school on time.
________________debe de veniral Colegio a la hora senalada.

10. ________________should read more books at home.
________________debe leer más libros en casa. (lectura extra)

11. ________________must learn to finish his (her) work on time.
________________debe de aprender a-terminar su trabajo a tiempo.

12. ________________must study his (her) spelling words at home.
________________debe de estudiar su vocabulario en la casa.

13. ________________has shown improvement in math. (reading, spelling, penmanship).
________________ha progresado recientemente en (matemáticas, vocabulario,
math spelling
lectura, escritura.
reading penmanship

14. ________________is constantly talking and does not pay attention, so she (he) is not learning.
________________está hablando constantemente y no pone atención a la clase, por-eso-no aprende.

15. I hope you will speak to him (her) about this.
Yo espero Ud. hablara con (el) o (ella) al respecto.

16. I am very disappointed in her (his) behavior and work.
Yo estoy muy disgustada con su co m portamiento y su trabajo.

17. ________________must visit the dentist. (eye doctor)
________________debe visitar el dentista (el-ontometrista)

18. ________________must wear hisglasses every day.
________________debe usar sus cristales todos los dias.

19. ________________must try to come to school every day.
________________debe de venir al colegio todos los dias.

20. ________________must bring a notebook and pencil every day.
________________debe de traer libreta y lapiz todos los dias.

21. ________________must pay attention in class.
________________debe de a prender a oir al maestro en la clase.

22. I hope__________keeps up the good work.
Yo espero que__________siga trabajando bien.

Workshops:

A series of workshops was conducted ty the Nova participants. These workshops had the objective for furthering knowledge and understanding in the following areas:

1. Philosophy and Implemenation of Bilingual-Bicultural Programs.
2. Philosophy and Implementation of Individualized Instruction.
3. Diagnostic and Prescriptive Techniques.
4. Management of Individualized Instructional System.
5. Effective Use of Paraprofessionals.
6. Procedures For Evaluating Student Progress.
7. Introduction to Procedures for Evaluating Process.
8. Overview of Puerto Rican Culture and Its Integration into the Curriculum.
9. Effective Coordination of Classroom Activities and Supportive Services.
10. Encouraging Parental Involvement.

Teachers, paraprofessionals and consultants explored and developed techniques for working with the children. As a result of our efforts a bilingual team approach built on a horizontal and vertical plane of development will:

1. Enable teachers to provide a program which permits instruction to be more effectively geared to individual student needs.
2. Enable teachers to provide realistic treatment of individual differences.
3. Enable teachers to improve the quality of teaching through the in-service nature of the team design.
4. Enable teachers to make intelligent use of their specialized talents, interests, training, time, and energy.

One of the strongest beliefs about second language teaching is that the whole process of teaching and learning should be fun. This self-developing motivation can be enhanced by the use of games in the classroom.

Young learners, especially, have such a high competitive spirit that nearly any type of practice can become a contest in which participants learn, almost without realizing what is happening to them. An enterprising teacher can also use planned games as an enjoyable and profitable form of practice to reinforce what has already been taught in a more formal way.

We found Gertrude Nye Dorry's book, Games for Second Language Learning, (Dorry, 1966) very useful. In her book, Mrs. Dorry has assembled language-practice games which can be used for teaching of English as a second language. Practically all of the games included in the book may be played in the classroom, most of them with the entire class. The games are also useful for English Club meetings and other extracurricular language activities.

Training Paraprofessionals to Work with Bilingual Students:

It was decided that we would limit our objectives for this program to the areas of Instruction and Attitudes. The objectives were:

Instructional Objectives:

1. Paraprofessionals will know the goals and objectives of Bilingual Education.
2. Paraprofessionals will speak primarily in their dominant language in the classroom.
3. Paraprofessionals will know how to use all the equipment and materials in their rooms, and know their purposes.
4. Paraprofessionals will become increasingly proficient bilingual educators by learning and employing such effective techniques of bilingual instruction as using "expansion" of the children's utterances, decreasing the amount of time he or she talks. They will recognize both the right of children to talk, and their need to do so in order to increase their ability to use languages being acquired and developed.
5. Paraprofessions will accept the concept of working as part of a team.

Attitude Objectives;

1. Paraprofessional attitude toward participating in a bilingual program will become increasingly positive.
2. Paraprofessionals will have increased awareness of the two cultures involved in their classrooms.

Teachers, paraprofessionals, and consultants selected, modified, and in some instances, developed materials to be used in the program. Suitability of materials to be used was determined jointly by teachers and consultants. Bilingual-bicultural activities were recognized as an area of specialization which cuts across all curriculum areas.

Some samples of materials that were employed are included in Appendix B (Samples of Materials Employed in Training Program).

Teachers and paraprofessionals were kept informed regarding in-service courses in conversational Spanish and in Puerto Rican history and culture. The location of a particularly popular course, "Hablame en Español" was too distant from the school to permit attendance. This is a television course and could be previewed at noon. (This is primarily for the benefit of the local instructor of the course. Arrangements were made for teachers and paraprofessionals to view the program at this time. They were often seen in the lounge viewing the program while having their lunch.

Training in the Spanish Language for Staff Members

Although we were unable to provide formal lessons in Spanish within the school setting, opportunities in this area were provided by the previously mentioned manual, Bien Ven Neé Dose, (Appendix A) which was developed by the principal. A copy was supplied to each staff member.

Staff members were encouraged to view in-service courses in Spanish and to attend such courses when possible. They were urged to attempt to use a few words of Spanish with pupils, parents, and each other.

It is our hope that, during the coming year, we will be able to provide an in-service course in conversational Spanish at the school. The district supervisor of bilingual education has indicated her approval of this endeavor, and will assist in setting up such a course.

More Effective Utilization of Curriculum Materials

A survey was made to determine the availability in the school of relevant materials for bilingual-bicultural education. This survey revealed the following:

1. Many materials, such as film strips, slides, tapes, and maps had received limited use.
2. Many teachers were unaware of the value of simple materials such as puppets, games, and flat pictures in helping pupils acquire a knowledge of English.
3. There was a definite need for additional, up-to-date materials.

In the course of training workshops, teachers and paraprofessionals were instructed in the use of available materials. As far as the program of the school would permit, teachers were relieved to visit the TESL teacher and to observe her as she used such materials as:

Object box, lotto games, story cards
Puppets
Word cards with pictures
Mattrix boards
Picture charts for categorizing pictures
Record player, tape recorder

Filmstrip projector

Magazines.

Efforts were made to provide each classroom with an adequate supply of materials. Budgetary limitations required the sharing of some materials. Easy access to them was provided by making each grade leader responsible for materials for the teachers of his grade. Plans for distribution and use were made during grade conferences.

The new New York City curriculum bulletin, Puerto Rican Studies, Kindergarten- Grade 2, was an excellent guide for the implementation of the bicultural program in the early childhood classes. A curriculum guide in this area has not yet been formulated for the higher grades. Therefore, the assistant principals of these grades adapted materials from the early childhood bulletin for use on their grades.

The principal and coordinator visited Public School 25, Bronx (The Bilingual School). There we saw many exciting materials in use in classrooms and in the Resource Center. We envisioned establishing such a center in P.S. 345. Budgetary limitations during the current year permitted only a small beginning toward this end.

In hopes of securing additional monies in the future, preliminary plans are going forward for the setting up of the Resource Center. Recommendations regarding materials have been secured from district and central board personnel. We have begun to compile lists of materials (sample included) that will be ordered when funds become available.

Because of the limitation of resources (money, time, personnel), the establishment of the Resource Center must proceed slowly. When fully operative, it will:

1. Contain a variety of materials on bilingual education and related subjects (linguistic studies, socio-economic studies of the non-English speaking child, etc.) Help in securing such materials will be enlisted from bilingual teachers in District 19 and central board personnel.
2. Provide a system for continuous collection and identification of materials.
3. Serve other schools and centers through exchange of information.
4. Utilize the skills of librarians and library associations.

This center has been included in the request of the district bilingual supervisor for funds for the district's bilingual program during the coming year.

(1)

Items to be ordered for Bilingual Program for both library and classrooms.
Board of Education Catalogue of Approved List of Audio-Visual Materials Vol.1
Primary Grades K-4.

Film Strips, Cassettes and booklets, Page 3:

Item #	Price	Vendor #
74-13-2-000	$42.50	WEB-150
74-13-2-001	42.50	WEB-150
74-13-2-002	42.50	WEB-150
74-13-2-501	33.50	[illegible]-005

Tapes, Cassettes, and Books

74-13-3-000	328.41	RAN-035

Disc Recordings and study books and tapes

74-13-4-000	5.95	[illegible]-055
74-05-3-000	326.86	CHA-085

Santillana Publishing Co., 295 Evanston Drive, Hightstown, New Jersey

Cometa Handwriting

Workbooks: Grade	1.	4 workbooks	32 pp ea.	$2.00
"	2.	3 workbooks	32 pp ea.	1.50
	3.	3 workbooks	32 pp ea.	1.50

Arboleda Language, Composition and Grammar

1.	St 1967	96 pp	$1.50 per book
2.	St 1968	96 pp	2.00 per book
3.	St 1968	126 pp	2.10 per book

Library Books, Fairy Tales, Classic Childrens Literature

Adventuras de Mary Poppins Travers GS1967	60 pp	$2.50
La Bella Durmiente del Bosque Perrault GS1968	54 pp	1.00
Blanca Nieves y los Hijos de Bambi Grimm GS1968	60 pp	2.50
Cuatro Cuentos de Andersen Andersen LM1-964	set	12.50
Los Cuentos del Viejo Reloj Walder JV1959	128 pp	1.95
Doce Cuentos Grimm JV1966	128 pp	3.15
Pinocho Collode GS1967	60 pp	2.50

Animal Stories Preschool Through Grade 3

Una Historia de Conejos	1.25	HT1966	Francois
Historia de un bebe lion	1.50	JV1957	Faville
Los Tres Cerditos De Bois	1.25	ML1963	

Stories & Adventures Preschool through grade 3

El Automovil de Carolina	Probst	$3.25	JV1963
La Casa de Carolina	"	3.25	
Carolina en la nieve	"	3.25	
Carolina viaja por Europa	"	3.25	
David y los Tulipanes	Benet	JD1969	$2.30
Nace Nacho Trompo	Saludes	JD1969	2.30

(2)

Un Jueves en el Pueblo GL1965 $1.50
La Lluvia que Llovio por Primera Vez Gate JV1967 $2.50
Martita Ama de Casa Delahaye JV1963 $1.50
El Pequeno Aviador " JV1960 1.95
Vamos A Buscar un Puerco Garriga GL1965 1.50

Social Studies & Science
Diploma 1 St.1966 80 pp $1.50
Diploma 2 St.1966 94 pp 1.65
Diploma 3 St.1966 172 pp 2.25

Music Balada Canciones infantiles ST1968 $1.95

English with Sounds SM1968 $1.95

Miller Brody Productions, Inc. 342 Madison Ave. New York, N.Y.10017
The Bilingual Early Learning Film Strip Library
6 fs with 6 cassettes teachers guide & song lyrics in Spanish $89.70
Fairy Tales (Spanish 6 filmstrips silent with captions D701/6 $39.00 set 1
ER362/67 $39.00 set 2
Sing Say and Speak Spanish with English/Spanish lyrics MS6008/9 $13.00
Tesoro de Cuentos de Hadas (Treasury of Fairy Tales)
4 filmstrips with cassettes TRA02023 $66.00

Educational Reading Service, East 64 Midland Ave. Paramus, New Jersey

Spanish for Elementary Schools 12 fs. 6 record 115.00
Reading Fiesta Library 15 Spanish-English
Library Books $52.75
New in the City (10 library books) $32.11

Baker & Taylor Co. Audio Visual Services, P.O. Box 230, Momence Ill. 60954

Initiation to English K-2
A Basic English as a Second Language Course for Small Children SL $109.50
Even Yellow Cars Have to Wait Gr.1-4 VWH3090 $17.50
Childrens Stories-Bilingual English-Spanish $468 in Board of Ed Catalogue
P41 Library Books

Suggested Materials for Hispanic Culture Program

Vendor # SUS-025
Sussman Sales Co. Inc.
150-43 77th Ave.
Flushing, New York 11367

Bilingual

	Early Learning Filmstrip Library	$ 89.70
	Sing, Say, and Speak Spanish	13.00
	Caribbean Stories	59.00
	Modern Puerto Rico (4th grade)	40.50
	Island of Puerto Rico (4th grade)	41.50
	I Can Read Spanish Signs (silent)	34.50
(ESL)	Alphabet Zoo (Silent)	34.50
		$312.70

Hardware

Viewlex VA-136	175.00

Language Arts (Library and Classroom Usage)

Julie of the Wolves		24.00
Ginger Pye		24.00
Pick a Peck O Poems		83.70
Tall Tales 4		44.00
Fantasy		44.00
Animals & People		44.00
Imaginary Happenings		44.00
Concepts - Perceiving		44.00
Science for the Young (4 in set)		44.00
Jimmy & Joe		44.00
J.T.		27.30
Amelia Bedelia		42.00
		$509.00
	Sub Total	$996.70

Greater Emphasis on Puerto Rican History and Culture

To better understand a people, one must examine its culture - that complex whole that includes knowledges, beliefs, customs, opinions, religion, law, and art. Federico Tovar, author of A Chronological History of Puerto Rico, states that to better understand a people, one must look at its history. "The history of Puerto Rico reveals what it means to be Puerto Rican."

To provide a background of knowledge of Puerto Rican history and culture, a number of steps was taken. In the planning and implementation of activities focusing on Puerto Rican history and culture, the parents proved to be invaluable resources.

Activities in this area included the following:

1. A Puerto Rican flag was obtained from the Commonwealth of Puerto Rico. As a part of ceremonies marking Puerto Rico Discovery Day on November 19, this flag was dedicated for use in school programs.
2. On Puerto Rico Discovery Day, Puerto Rican pupils held a radio broadcast. Directed by the TESL teacher, they related the significance of the day. This was followed by a program of dances in the school yard.
3. Each classroom teacher was provided with a list of

important dates in Puerto Rican history. Prior to each date, materials were provided to enable the teacher to highlight the significance of that particular date.

4. The Principal secured from the Schlitz Brewing Company[1] sufficient copies of a Puerto Rican Historical Calendar so that each teacher might have a copy. This calendar depicts famous Puerto Ricans and their contributions to the history of the United States. The page for each mongh bears a picture of an outstanding Puerto Rican, with the story of his life. For each day of the month, there is a notation relating a significant fact regarding Puerto Rican history or culture. The entire calendar is written in both English and Spanish.

   Teachers reported that they found this calendar extremely helpful in focusing on Puerto Rican history and culture.

5. A portfolio, "Distinguished Puerto Ricans", [2] was secured. This is a set of 24 14'X19' cards, each depicting an outstanding Puerto Rican, with a few sentences about his life.

---

[1] Joseph Schlitz Brewing Company, Milwaukee, Wisconsin.

[2] Distinguished Puerto Ricans, Collection of Puerto Rican Studies, San Juan, Puerto Rico, 1971.

P.S. 345
Brooklyn, N.Y. 11208

Margaret A. Dixon, Principal
Fred Garbowitz, Asst. Principal
Sheldon Goodman, Asst. Principal
Paul Mendelsohn, Asst. Principal
Edwin Rudetsky, Asst. Principal

IMPORTANT DATES IN PUERTO RICAN HISTORY

September 23	Revolution of "Lares" 1868
October 14	"Dia de la Raza" Columbus Day
November 19, 1493	Puerto Rico Discovery Day
January 11	Eugenio M. De Hostos (Date of Birth)
February 16	Jose Julian Acosta 1825 - San Juan
March 13	Segundo Ruiz Belvis 1829 - Hormigueros
March 22	Abolition of Slavery
April 8	Ramon Emeterio Betances 1827 - Cabo Rojo
July 17	Luis Munoz Rivera 1859 - Barranquitas
July 25	Constitution of the Commonwealth of Puerto Rico

These cards were made available to classroom teachers, and were used on bulletin boards and in showcases.

6. From the Foundation for Change[1] many copies of the pamphlets Puerto Rican and Proud, and People, Places, and Patriots of Puerto Rico were secured. These were distributed to classroom teachers. Creative ways of using them were discussed in grade conferences. After the pamphlets were used in the classrooms, pupils were permitted to take them home. Many parents expressed pleasure at receiving the pamphlets.

7. Teachers and paraprofessionals were encouraged to view the in-service television course, Boricuas: The Puerto Ricans. As with the aforementioned Hablame en Español, provisions were made for the program to be viewed at noon. Fortunately, we were able to secure manuals for the television series. These manuals added greater appreciation to the television presentations and served as a guide for classroom experiences. A copy of the manual may be found in Appendix C.

8. Two "Culture of the Caribbean" kits were secured. Each kit contains 31 artifacts pertaining to Hispanic culture. Each teacher was given a manual to serve as a guide for the use of the kit. After planning for the use of the kits, assistant

---

[1] Foundation for Change, Inc., 1619 Broadway, New York, N.Y. 10019

PUERTO RICAN and PROUD

PUERTORRIQUEÑOS Y ORGULLOSOS

Somos puertorriqueños y vivimos en los Estados Unidos de América. Esta es nuestra escuela, 83, en Nueva York.

We are Puerto Ricans who live in the USA.

This is our school, PS 83, in New York City.

US MUÑOZ RIVERA

We look like the Taino Indians who, long ago, lived peacefully on the lovely island they called Boriquen. Today the island is named Puerto Rico.

Nos parecemos a los indios-tainos, que hace mucho tiempo vivieron en la bella isla que ellos llamaron, Boriquén. Hoy la isla se llama, Puerto Rico.

Nos parecemos a los españoles que vinieron despu que Colón desembarcó en Boriquén en noviembre 1 de 1493. Vinieron de España para hacerse ricos, y fuero muy crueles con los indios. Muchos de ellos se quedaro y tuvieron hijos con las indias. Estos españole gobernaron hasta 1898. Ese año los americanos ganaro una guerra con España y comenzaron a gobernar pueblo de Puerto Rico.

Los pobladores franceses, italianos, irlandeses, africanos, españoles e indios, se mezclaron todos y ayudaron a formar la nación de Puerto Rico. Ahora, aquí estamos . . . los hijos del futuro. **Y TODOS SOMOS PUERTORRIQUEÑOS Y ORGULLOSOS.**

Somos orgullosos porque: Hablamos *ambos* español e inglés. Algunos de nuestros profesores hablan inglés solamente. !Qué pena! ?No sería bueno si todos aprendiéramos más idiomas?

Somos orgullosos porque: Sabemos de muchos hombres y mujeres, valientes puertorriqueños, que lucharon por la libertad de su país.

There was Dr. Ramon E. Betances (1827-1898) a doctor who helped poor people without asking for money. He worked to free the slaves and to free his country. Public School 396 in Brooklyn, New York, is named after him.

Había el Dr. Ramón E. Betances (1827-1898) un doctor que ayudaba a los pobres gratuitamente. El luchó para libertar a los esclavos y su país. La Escuela Pública, 396, en Brooklyn, fue nombrada para él.

Había, Lola Rodriguez de Tió (1843-1924) una escritora y poetisa que luchó por libertar a Puerto Rico. Los españoles no le permitieron vivir en su país, así que vivió en Nueva York por muchos años. Ella escribió la letra de "La Borinqueña," el himno de Puerto Rico.

We look like the Spaniards who came after Columbus landed in Boriquen on November 19, 1493. They came from Spain to get rich, and they were very cruel to the Indian people. Many stayed and later had children with the Indian women. These Spanish men ruled until 1898. That year the Americans won a war with Spain and began to govern the people of Puerto Rico.

We look like the Africans who were brought to work in the sugar cane fields. Most of the black people on the island were already free before March 22, 1873. That was the day when ALL slavery was ended in Puerto Rico.

Nos parecemos a los africanos que trajeron para trabajar en las plantaciones de caña de azucar. La mayoria de la gente negra en la isla era ya libre antes de marzo 22, de 1873. Ese fue el dia cuando TODA la esclavitud cesó en Puerto Rico.

The French—Italian—Irish—African—Spanish settlers and the Indians all mixed and helped make the nation of Puerto Rico. Now, here we are . . . the children of the future. And, *ALL OF US ARE PUERTO RICAN AND PROUD.*

We are proud because: We speak *both* Spanish and English. Some of our teachers speak only English. Too bad. Wouldn't it be nice if everyone learned more languages?

We are proud because: We know so many brave Puerto Rican men and women who have fought for their country's freedom.

There was Lola Rodriguez de Tio (1843-1924) a writer and poetess who worked to free Puerto Rico. The Spanish would not let her stay in her country so she lived in New York for many years. She wrote the words to "La Borinquena," the national anthem of Puerto Rico.

There was Eugenio Maria de Hostos (1839-1903) a great patriot, writer and teacher who was respected all over the world. He worked for the independence of Puerto Rico and he set up school systems in Santo Domingo and Chile, as well as in his own country.

Habia, Eugenio Maria de Hostos (1839-1903) un gran patriota, escritor y profesor, respetado en todo el mundo. Luchó por la independencia de Puerto Rico y estableció sistemas escolares en Santo Domingo y Chile, asi como en su propio pais.

8. In the U.S.A. George Washington is known as "The Father of Our Country". In Puerto Rico, when someone refers to "The Father of Our Nation", they are talking about another famous patriot. Do you know his name?

Dr. Ramon Emeterio Betances (1827-1898) was an expert on treating the disease, cholera. He was also a writer who fought against slavery and for the independence of Puerto Rico. He spent many years in prison for his beliefs. He also helped to plan "El Grito de Lares".

8. En los Estados Unidos de América, George Washington es conocido como "El Padre de nuestra nación". En Puerto Rico cuando alguien se refiere a "El Padre de nuestra Nación," hablan ellos de otro famoso patriota. ¿Sabe usted su nombre?

Don Ramón Emeterio Betances (1827-1898) fué un experto en el tratamiento de la colera. También era un escritor que peleó en contra de la esclavitud y por la independencia de Puerto Rico. Pasó muchos años de su vida en prisones por defender sus creencias. Ayudó a planear "El Grito de Lares".

9. "El Grito de Lares" was an important historical event. Can you describe it?

On September 23, 1868, a group of 400 Puerto Rican patriots took over the Town Hall of Lares, proclaimed the Republic of Puerto Rico and set up a government. Although this brave attempt at freedom was crushed by the Spanish rulers, it helped contribute to the abolishment of slavery in 1873.

9. "El Grito de Lares" fué un evento histórico muy importante. ¿Puede usted describirlo?

En septiembre 23 de 1868, un grupo de 400 patriotas puertorriqueños sitiaron la alcaldía de Lares, proclamaron la República de Puerto Rico y formaron un gobierno. Aunque este atentado a la libertad fué aplastado por el gobierno en poder, este prestó ayuda a la abolición de la esclavitud en el 1873.

10. Can you compare the rights of Puerto Rican citizens now living on the island, to their rights if they lived on mainland U.S.A.?

Even though Spain surrendered Puerto Rico to the U.S. at the end of the Spanish-American war in 1898, the people of Puerto Rico were not granted U.S. citizenship until 1917.

Today, those Puerto Ricans residing on mainland U.S.A. have the same rights and obligations as all other Americans. However, for those who reside in Puerto Rico, there is no obligation to pay income tax, no right to vote for U.S. President, no right to be represented in Congress of the U.S. There is an obligation to serve in the U.S. armed forces.

10. ¿Puede usted comparar los derechos de los ciudadanos puertorriqueños que viven ahora en la isla con los derechos que tuviesen si vivieran en el territorio propio de EEUU?

Aunque España cedió a Puerto Rico a los Estados Unidos al terminar la guerra hispano-americana en el 1898, a la población de Puerto Rico no le fué otorgada la ciudadanía hasta el 1917.

Hoy en día, aquellos puertorriqueños que viven en el territorio propio los Estados Unidos, tienen los mismos derechos y obligaciones que cualquier otro americano.

Sin embargo, para aquellos que residen en Puerto Rico, no hay la obligación de pagar impuestos federales de entrada, no tienen el derecho a votar en elecciones para el presidente de los Estados Unidos, no tienen derecho a representación en el congreso de los Estados Unidos. Hay la obligación de servir en las fuerzas armadas de los Estados Unidos.

additional copies of this quiz are available, free, at

Foundation For Change inc.

1619 BROADWAY (49 STREET)
NEW YORK, NEW YORK 10019
RM. 802 (212) 765-2074

PE
PL
PA
of
PU

5

gton is known
y". In Puerto
"The Father
about another
his name?

(1827-1898)
ease, cholera.
ought against
nce of Puerto
prison for his
an "El Grito

érica, George
"El Padre de
o cuando al-
stra Nación,"
triota. ¿Sabe

(1827-1898)
de la colera.
leó en contra
pendencia de
s de su vida
ncias. Ayudó

mportant his-
?

roup of 400
er the Town
Republic of
ernment. Al-
freedom was
helped con-
very in 1873.

vento histó-
l describirlo?

grupo de 400
n la alcaldía
ica de Puerto
Aunque este
stado por el
ayuda a la
73.

10. Can you compare the rights of Puerto Rican citizens now living on the island, to their rights if they lived on mainland U. S. A.?

Even though Spain surrendered Puerto Rico to the U.S. at the end of the Spanish-American war in 1898, the people of Puerto Rico were not granted U.S. citizenship until 1917.

Today, those Puerto Ricans residing on mainland U.S.A. have the same rights and obligations as all other Americans. However, for those who reside in Puerto Rico, there is no obligation to pay income tax, no right to vote for U.S. President, no right to be represented in Congress of the U.S. There is an obligation to serve in the U.S. armed forces.

10. ¿Puede usted comparar los derechos de los ciudadanos puertorriqueños que viven ahora en la isla con los derechos que tuviesen si vivieran en el territorio propio de EEUU?

Aunque España cedió a Puerto Rico a los Estados Unidos al terminar la guerra hispano-americana en el 1898, a la población de Puerto Rico no le fué otorgada la ciudadanía hasta el 1917.

Hoy en día, aquellos puertorriqueños que viven en el territorio propio los Estados Unidos, tienen los mismos derechos y obligaciones que cualquier otro americano.

Sin embargo, para aquellos que residen en Puerto Rico, no hay la obligación de pagar impuestos federales de entrada, no tienen el derecho a votar en elecciones para el presidente de los Estados Unidos, no tienen derecho a representación en el congreso de los Estados Unidos. Hay la obligación de servir en las fuerzas armadas de los Estados Unidos.

additional copies of this quiz are available, free, at

Foundation
For Change inc.
1619 BROADWAY (49 STREET)
NEW YORK, NEW YORK 10019
RM. 802 (212) 765-2074

Can YOU Pass this QUIZ on

PEOPLE PLACES and PATRIOTS of PUERTO RICO

1. Could you find the islands of Boriquén and San Juan Bautista?

You can only find them on old maps as they are both old names for the island now called Puerto Rico.

The original Indians called their island Boriquén. When Columbus landed there in 1493 he claimed the island for Spain and called it San Juan Bautista. It was re-named Puerto Rico, (meaning rich port) by Ponce de Leon when he became the first Spanish Governor in 1509.

1. ¿Puede encontrar usted las islas Boriquén o San Juan Bautista en el mapa?

Solo puede usted encontrarlas en mapas viejos, pues las dos eran los nombres antiguos de la isla que ahora se conoce como Puerto Rico.

Los indios primitivos llamaron a su isla Boriquén. Cuando Columbus desembarcó alli en el 1493 él reclamó la isla para España y la llamó San Juan Bautista. Fué llamada luego "Puerto Rico" por Juan Ponce do Léon, cuando este fué nombrado el primer gobernador español en el año 1509.

2. A housing project in Manhattan and a public school in Brooklyn are both named after a famous Puerto Rican hero. Do you know his name?

Eugenio Maria de Hostos, (1839-1903) a writer, educator and philosopher who traveled all over the world to campaign against Negro slavery and to work for the independence of Puerto Rico from Spain.

2. Un proyecto de viviendas en Manhattan y una escuela pública en Brooklyn han sido nombrados con el nombre de un ilustre heroe puertorriqueño. ¿Sabe usted su nombre?

Eugenio María de Hostos (1839-1903), un escritor, educador y filósofo, quien viajó por todo el mundo haciendo campaña en contra de la esclavitud negra y también para trabajar por la independencia de España para Puerto Rico.

3. Do you know who wrote the words to "La Borinqueña", the national anthem of Puerto Rico?

Lola Rodriguez de Tio, (1843-1924) a well-known poetess and patriot who struggled for her country's freedom and was forced into exile three times by the Spanish rulers.

3. ¿Sabe usted quién escribió el texto de La "Borinqueña," himno nacional de Puerto Rico?

Lola Rodríguez de Tió (1843-1924), una poetisa muy conocida y una patriota que sufrió mucho por la libertad de su patria y fué forzada el exilio tres veces, por el gobierno español en poder.

4. Rubén Gómez, José Santiago, Orlando Cepeda and Roberto Clemente earn their living in the same way. Do you know how?

They are Big League baseball stars.

4. Rubén Gómez, José Santiago, Orlando Cepeda y Roberto Clemente, ganan su vida de la misma manera. ¿Sabe usted cuál es ésta?

Todos son estrellas del beisbol en las ligas mayores.

5. Do you know the size, shape, location and population of Puerto Rico?

Puerto Rico lies 1000 miles Southeast of Miami, Florida. It is 35 miles wide and 100 miles long. There are about 2-1/2 million people living on the island and over 1 million Americans of Puerto Rican extraction in New York State.

5. ¿Sabe u
y la pobla

Puerto R
al sur-este
de ancho
dedor de
residen en
de estracc
de Nueva Y

6. Can yo
singers who
House?

Graciela
the first. N
a bass, a

6. ¿Puede
famosos p
"Metropolit

Graciela
primera en
bajo, y Mar

7. Where w
Irizarri, Ro
llo and Wilf

In art ga
Puerto Rica
seen in New

7. ¿Dónde v
Irizarry, Ro
llo y Wilfred

En galerí
son artistas
pueden obs

of Boriquén

old maps as
ıe island now

eir island Bo-
ere in 1493 he
and called it
ıamed Puerto
once de Leon
ish Governor

las Boriquén

s en mapas
ombres anti-
conoce como

n a su isla
embarcó alli
ara España
Fué llamada
nce do Léon,
imer gober-

ttan and a
both named
ro. Do you

39-1903) a
who traveled
ainst Negro
ndependence

Manhattan y
n han sido
lustre heroe
mbre?

Eugenio Maria de Hostos (1839-1903), un escritor, educador y filósofo, quien viajó por todo el mundo haciendo campaña en contra de la esclavitud negra y también para trabajar por la independencia de España para Puerto Rico.

3. Do you know who wrote the words to "La Borinqueña", the national anthem of Puerto Rico?

Lola Rodriguez de Tio, (1843-1924) a well-known poetess and patriot who struggled for her country's freedom and was forced into exile three times by the Spanish rulers.

3. ¿Sabe usted quién escribió el texto de La "Borinqueña," himno nacional de Puerto Rico?

Lola Rodríguez de Tió (1843-1924), una poetisa muy conocida y una patriota que sufrió mucho por la libertad de su patria y fué forzada el exilio tres veces, por el gobierno español en poder.

4. Rubén Gómez, José Santiago, Orlando Cepeda and Roberto Clemente earn their living in the same way. Do you know how?

They are Big League baseball stars.

4. Rubén Gómez, José Santiago, Orlando Cepeda y Roberto Clemente, ganan su vida de la misma manera. ¿Sabe usted cuál es ésta?

Todos son estrellas del beisbol en las ligas mayores.

5. Do you know the size, shape, location and population of Puerto Rico?

Puerto Rico lies 1000 miles Southeast of Miami, Florida. It is 35 miles wide and 100 miles long. There are about 2-1/2 million people living on the island and over 1 million Americans of Puerto Rican extraction in New York State.

5. ¿Sabe usted el tamaño, la forma, localidad y la población de Puerto Rico?

Puerto Rico está situado a unas 1,000 millas al sur-este de Miami, Florida. Tiene 35 millas de ancho y 100 millas de largo. Hay alrededor de 2-1/2 millones de habitantes que residen en la isla y 1 millón de americanos de estracción puertorriqueña en el Estado de Nueva York.

6. Can you name 3 famous Puerto Rican singers who perform at the Metropolitan Opera House?

Graciela Rivera, a coloratura soprano was the first. Now there are also Justino Díaz, a bass, and Martina Arroyo, a soprano.

6. ¿Puede usted nombrar tres cantantes famosos puertorriqueños que cantan en la "Metropolitan Opera House"?

Graciela Rivera, soprano coloratura, fué la primera en cantar. Ahora están Justino Diaz, bajo, y Martina Arroyo, soprano.

7. Where would you see the work of Carlos Irizarri, Roberto Lebrón, Ramon Carrasquillo and Wilfred Labiosa?

In art galleries or museums. They are all Puerto Rican artists whose paintings can be seen in New York and Puerto Rico.

7. ¿Dónde vería usted los trabajos de Carlos Irizarry, Roberto Lebrón, Ramón Carrasquillo y Wilfredo Labiosa?

En galerías de arte y museos. Todos ellos son artistas puertorriqueños cuyas pinturas pueden observarse en NY o en Puerto Rico

principals and teachers developed a system for rotation of kits on their respective grades. (Appendix D)

8. Since many of the newly arrived Puerto Rican pupils found strange the foods served in the lunchroom, they refused to eat them. We felt it necessary to begin to introduce foods with which they were familiar. The Coordinator and the Principal worked with the dietician and the lunchroom supervisor in planning for the serving of foods that would appeal to the newly arrived Puerto Rican pupils. Changes were made in some lunchroom menus. Methods of preparation were adjusted to reflect the tastes of the newcomers.

   The Coordinator compiled a booklet of recipes for children. Classroom teachers used this booklet in cooking experiences for their children. A copy of this booklet may be found in Appendix E.

Through these measures, we began to develop a growing awareness of Puerto Rican history and culture.

Parent and Community Involvement

The importance of parents to the school is well defined by Stearns (1955), "Parents are important to the school because they constitute the largest and most powerful segment of community life which has dealing with the schools."

Meeks (1968) speaks of the "kind of communication which must exist if parents and the school are to cooperate and assist each other in achieving their common goal of the finest educational experience for each parent's child."

At "345" the language barrier had been an obstacle to the development of an optimum level of communication between the school and a large segment of its parent population. One of the objectives of the practicum was to give parents a sense of belonging, and to encourage their participation in school and community activities. The resulting evolvement of parent participation has been one of the most gratifying outcomes of the practicum.

The principal and the coordinator met with the executive board of the Parent-Teacher Association to consider the problems accompanying the influx of newly arrived Puerto Rican pupils and parents. It was agreed that the participation of all parents was not only desirable, but vital. Aside from increased participation, the P.T.A. executive board welcomed an opportunity to develop better relations among the black and Puerto Rican parents who regularly frequented the school's Family Room.

During the year, many discussions took place between the administration and P.T.A. personnel and parents. On several occasions, there was a spontaneous outpouring of ideas. An attitude of "Why don't we try it?" prevailed. This open-mindedness and willingness to seek ways of effecting improvement led to the implementation of a series of activities:

Orientation to the School's Educational Program:

Parents were invited by classroom teachers to visit classrooms on an informal basis, and to serve as "Class Parent" for an entire day. This practice enabled parents to become involved in the daily routines and learning experiences of their children.

Workshops for parents had the following objectives:

1. To help them understand their children's needs and difficulties.
2. To acquaint them with instructional materials used in the classroom.
3. To demonstrate multi-media equipment and develop an understanding of its effectiveness in helping their children.
4. To explain the role of parents in the education of their children.

Orientation to the Community

There are, throughout East New York, a number of block associations. The principal wrote letters to the presidents of these associations, informing them of the newly arrived families that had moved to their blocks, and requesting that they be invited to meetings of the associations.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
SCHOOL DISTRICT 19

PATROLMAN ROBERT BOLDEN SCHOOL P. S. 345
111 BERRIMAN STREET
BROOKLYN, N. Y. 11208

MARGARET A. DIXON, PRINCIPAL
TELEPHONE: 647-8387

ASSISTANT PRINCIPALS
FRED GARBOWITZ
SHELDON GOODMAN
PAUL MENDELSOHN
EDWIN RUDETSKY

Dear Parents,

Welcome to East New York and to P.S. 345. Our guidance department is ready at all times to help you with any problems you may have. In addition, several community organizations render services especially to Spanish speaking residents. The accompanying booklets lists these organizations. I hope that you will find it helpful.

Yours very truly,

Margaret A. Dixon

MARGARET A. DIXON
PRINCIPAL

Estimados Padres,

Bienvenidos a East New York y a la Escuela Pública 345. Nuestro departamento de orientación para ayudarlos con cualquier problema que tengan. Hay varias organizaciones de la comunidad que les ofrece servicios a los residentes de habla hispana. Dentro de los folletos adjunto, encontrarán la lista de estas organizaciones. Espero que les sirva de ayuda.

Sinceramente,

Margaret A. Dixon

MARGARET A. DIXON
PRINCIPAL

BOARD OF EDUCATION OF THE CITY OF NEW YORK
SCHOOL DISTRICT 19

PATROLMAN ROBERT BOLDEN SCHOOL P. S. 345
111 BERRIMAN STREET
BROOKLYN, N. Y. 11208

MARGARET A. DIXON, PRINCIPAL

TELEPHONE: 647-6367

ASSISTANT PRINCIPALS
FRED GARBOWITZ
SHELDON GOODMAN
PAUL MENDELSOHN
EDWIN RUDETSKY

March 15, 1974

Mr. Charles Curry, President
Atkins Avenue Block Association
390 Atkins Avenue
Brooklyn, New York 11208

Dear Mr. Curry:

Mr. and Mrs. Frank Quinones, of 354 Atkins Avenue, are new arrivals in our community, having recently moved here from Puerto Rico. We have informed them of the block association. I am sure they would appreciate an invitation from you to attend meetings.

Yours very truly,

Margaret A. Dixon, Principal

MAD/kr

COMMUNITY AGENCIES THAT WILL HELP YOU

AGENCIAS DE LA COMUNIDAD QUE LOS AYUDARÁ

Courtesy of:
Margaret A. Dixon
Principal, P.S. 345

Accion Civica Hispana
2659 Pitkin Avenue
Brooklyn, N.Y. 11208
346-8076

Director: Inez Robles

Program: Education: For boys and girls ages 6-13, classes in remedial reading and math. Referrals are made to specialized clinics.

Recreation (Summer Program)

For boys and girls ages 6-13, activities include physical education, weight lifting, wrestling, boxing, baseball, and general calisthenics.

Hours: Monday - Friday: 9 A.M. - 5 P.M.

Fees: None

Registration: Walk In

Programa: Educación: Para niños y niñas entre las edades de 6 a 13, clases de ayuda especial en lectura y matemática son proveidas. Niños son referidos a clinicas especiales.

Recreación (Programa para verano)

Para niños y niñas de 6 a 13 años. Las actividades incluyen educación fisica, levantando pesas, lucha libre, boxeo, pelata, y ejercicios en general.

Horas: Lunes - Viernes: 9 A.M. - 5 P.M.

Cuota: Ninguna

Matricula: A la entrada.

Brooklyn Hispanic Civic Assn.
514 Warwick Street
Brooklyn, N. Y. 11207
647-6300

Director: Mr. Hector Rosas

Program: Employment referrals

Hours: Monday - Friday - 9 A.M. - 5 P.M.
Thursday - 9 A.M. - 10 P.M.

Fees: None

Registration: Call or walk in

Programa: Referencias de Empleo

Horas: Lunes - Viernes 9 A.M. - 5 P.M.
Junes - 9 A.M. - 10 P.M.

Cuota: Ninguna

Matricula: Llame o venga al lugar

East New York Puerto Rican Action
518 Sutter Avenue
Brooklyn, N.Y. 11208
498-5700

President: Mr. Frank Rivera

Program: Human Rights: Activities are centered around programs designed to prevent discrimination in employment, housing, and welfare. Members are informed of their civil rights and instructed in the proper procedures to secure these rights.

Hours: Meetings are held on the last Friday of each month at 8 P.M.

Fees: $2 per year

Registration: Walk In

Programa: Derechos Humanos: Las actividades estan programadas para prevenir la discriminación del empleo, viviendas y el bienestar. Los miembros son informados de sus derechos civiles, e instruidos en los procedimientos adicuados para asegurar estos derechos.

Horas: Reuniones se elevan a cabo, el último viernes de cada mes, a las 8 P.M.

Cuota: $2 al año

Matrícula: A la entrada

East New York Civic League
2151 Pitkin Avenue
Brooklyn, New York
498-5073

Director: Mrs. S. Smith

Program: Education and Culture: For persons 8 years of age and up; studies in Spanish and Afro-American culture. History workshops, Afro-American dancing, sewing, drama, arts and crafts

Hours: Office - Monday, Friday, 10 A.M. - 4 P.M.
Please call for information or class hours

Fees: None

Registration: Walk in

Programa: Educación y Cultura:

Para personas desde los 8 años en adelante; estudios de las culturas Hispana y Afro-Americana. Taller de Historia, bailes Afro-Americanos, costura drama y artesanias.

Horas: Aficina - Lunes - Viernes 10 A.M. - 4 P.M.
Por favor llame para información durante las horas de clases.

Cuota: Ninguna

Matricula: A la entrada

Federation of Puerto Rican Parents
514 Warwick Street
Brooklyn, N. Y. 11207

Director: Mr. Gilberto Matos

Program: Education: Gives information and referrals of an educational nature to students (and/or parents of students) who wish to further their education. Applications are made to ASPIRA for eligible students who need scholarship aid.

Hours: Meetings are held once a month. Members are informed of a date and hours.

Eligibility: Spanish speaking residents

Fees: 50¢ per year

Registratión: Walk in or call

Programa: Educación: Nos da información y referencias de una naturaliza educacional para estudiantes (y /o padres de los estudiantes) que quieran sigiur adelante en su educación. Las aplicaciones son hechas para ASPIRA para los estudiantes elegibles que necesiten ayuda económica (hecas).

Horas: Reuniones se elevan a cabo una nez al mes. Los miembros son informados de la fecha y la hora.

Requisito: Residentes de Habla Hispana

Cuota: 50¢ por cada año

Matricula: A la entrada o llame

La Casa Peñuelas
682 Liberty Avenue
Brooklyn, N.Y. 11208
498-8777

Director: Mr. Ramon Rodriguez

Annex: 587 Warwick Street
No Telephone

Program: Provides counseling and referral in a variety of areas including housing, education, employment, welfare. Direct referrals are made to jobs and training programs.

Hours: Monday, Thursday, Friday, 9 A.M. - 5 P.M.
Annex - Tuesday, Wednesday, 1 P.M. - 9 P.M.

Fees: None

Programa: Provee orientación y referencias en una variedad de áreas que incluye viviendas, educación, empleos y bienestar. Referencias directas son hechas de programas para trabajos y adiestramientos.

Horas: Lunes, Juenes, Viernes: 9 A.M. - 5 P.M.

Anexo: Martes, Nuércoles - 1 P.M. - 9 P.M.

Matricula: Ninguna

United Negro and Puerto Rican Front
537 Blake Avenue
Brooklyn, N.Y. 11207
498-0848

Director: Mrs. Doris Richardson

Program: Assistance, counseling, and referral are provided in the area of employment.

Hours: Monday - Friday - 9 A.M. - 5 P.M.

Eligibility: Low income families, youths 16 - 20 years of age, and adults residing in East New York

Fees: None

Re[illegible]ation: Walk In

Programa: Asistencia, orientación y referencias son proveidas en el área del empleo.

Horas: Lunes - Viernes 9 A.M. - 5 P.M.

Eligibilidad o Requisito Familias de ingresos bajos, jovenes de 16 - 20 años y adultos residiendo en East New York

Cuota: Ninguna

Matricula: A la entrada

Las Iglesias Espanolas de East New York

1. Iglesia Pentecostal Dios es Amor
   669 Euclid Avenue 11208

2. Iglesia Cristo La Roca
   1876 Pitkin Avenue 11207
   345-0836

3. Iglesia de Dios Mission Board
   1045 Sutter Avenue 11208

4. Arca de Salvacion
   984 Sutter Avenue 11208

5. Primera Iglesia Pentecostal
   832 Sutter Avenue 11208

6. Iglesia de Dios Cristianos Hecht
   Sutter and Miller Avenues 11207

7. Iglesia de Dios "La Fe"
   482 Sutter Avenue 11207

Parent Volunteers

A corps of parent volunteers was organized. They proudly wore the red and black (school colors) "Parent Volunteer, P.S. 345" buttons as they greeted new parents at the main entrance and escorted them to the office, to the guidance office, and to the classrooms. All new parents, before leacing the building, were invited to the Family Room. They were asked to become members of the Parent-Teacher Association, and to take an active part in school activities.

In addition to serving as escorts, the parent volunteer corps provided invaluable aid to the school during book fairs, art shows, science exhibits, and various sales. They made costumes for assembly programs, accompanied classes on trips, and served as hosts for visitors to the school.

Language Lessons

The language barrier was the single factor most responsible for the lack of communication between parents in the Family Room. The principal sought to secure teachers of English and Spanish on a regular basis. This proved to be difficult. The school's teacher of English as a Second Language could be freed for this purpose only once a week. A bilingual teacher of Spanish and English at a community center consented to come and work with the parents, but found that, after a few sessions, she was unable to continue.

The enthusiasm generated in the parents by the initial lessons was sustained. They began to teach each other. The P.T.A. distributed a flyer inviting parents to help each other learn Spanish and English. Signs in both languages began to appear in the Family Room. Parents, first hesitatingly, then jokingly, began to use phrases in the second language.

The principal supplied the Family Room with several copies of the manual, "Bien Ven Nee Dose". These served as an excellent vehicle for bringing English-speaking and Spanish-speaking parents together. They were often seen seated in pairs in the Family Room, poring over the manual. Although it was intended primarily for the English-speaking, it was found to be useful, also, in helping Spanish-speaking parents learn English.

Several parents enrolled in Spanish and English classes at a nearby Youth and Adult Center.

Parent Workshops

A series of workshops on many topics was held. These included:

1. Art lessons - The art teacher gave lessons on the use of tempera paints and pastels. Parents' work was proudly displayed in the Family Room.
2. "Make-up" workshops - Representatives from cosmetics firms instructed mothers in the proper use of cosmetics.
3. Homemaking workshops - A representative from a utility company gave parents useful suggestions on easier and better homemaking.
4. Handicrafts - Many sessions were spent in sewing, crocheting, embroidering, and constructing articles using various media.
5. Family health - Representatives from neighborhood community service agencies explained the roles of their agencies to parents. The principal prepared a directory of these agencies and distributed it to parents. (Copy enclosed.)

Newsletter

The energy crisis of midwinter necessitatdd the curtailment of a number of P.T.A. meetings. In order to keep parents informed, the P.T.A. president conceived the idea of a monthly newsletter. The principal was especially proud of the initiative displayed by the P.T.A. president and her executive board in developing the newsletter, entirely on their own. The first issue (December, 1973) was in English only. Later issues were in Spanish, also. The later issues reflect the growth that resulted as parents sought out correct spellings, usage, and translations.

Social Activities

A gala Christmas party was typical of those planned for several holidays. Gay decorations, music, and dancing added to the festive atmosphere. Parents invited teachers, the Coordinator, and district bilingual personnel to share with them the delicious dishes of arroz con pollo, grandules, fried chicken, collard greens, and other ethnic delicacies.

The Latin American Festival;

For the past four years, the Latin American Festival has been the culminating activity of the Parent-Teacher Association. It is an occasion on which school personnel and parents and their families come together for an evening of fun, with emphasis on Latin American culture. Exhibits and entertainment have been designed to highlight this culture.

The Parent-Teacher Association executive board made special efforts to involve new parents during the months of planning for this year's festival. These new parents brought to the planning sessions many new ideas.

Some of the new parents were excepti9nally talented in creating colorful and unusual decorations for the auditorium and gymnasium, where the festival is held. Under their direction, parents transformed bare branches of trees into beautiful floral trees by wrapping the branches with strips of green crepe paper, and attaching to them crepe paper roses whose petals had been edged with glitter. These trees were used as striking stage decorations. Among other outstanding decorations were a floral map of Puerto Rico, and a mural of a marine scene.

The evening's entertainment was provided by school and district personnel, members of their families, and parents. Since the admission price to the festival was " a dish of your specialty", a virtual groaning board of culinary delights was enjoyed by all.

Numerous inquiries were received regarding dishes served at the festival. To satisfy them, the Principal and the Coordinator worked with parents in compiling a booklet, "Some Typical Puerto Rican Dishes." (Appendix F). Copies were provided for school and district personnel.

It was agreed that this year's Latin American Festival, involving more parents than ever before, was our most enjoyable and successful one, to date. The community superintendent, members of the community school board, district and city bilingual administrators, and P.T.A. presidents of nearby schools expressed a desire to see such an event duplicated in schools throughout the city were there is a a large Spanish population.

Summer Program

The program of parent activities continued during the session of the Summer Day Elementary School, although with fewer parents participating. A highlight of the summer was the arrangement of group visits to the Food Warehouse, a wholesale outlet, where parents were able to purchase food at reduced costs.

Parents had been informed of this warehouse by a representative of the Human Resources Administration, who had conducted a workshop. It was learned that free charter bus service was available to groups of 25 or more persons. Since our group fell below that number, parents recruited parents of neighboring school and community residents to join the group. Weekly trips were made to the warehouse. Parents were delighted with the savings they were able to accomplish. These trips will be continued during the coming school year. The community superintendent will be informed of the trips and the charter bus service so that, possibly, trips may be organized on a district-wide basis.

Materials pertaining to parent and community activities can be found in Appendix G.

EVALUATION DESIGN

Process evaluation of all components of the program was made bi-monthly by the participants in the program. The objectives of this evaluation study were to determine for the components:

1. The operational status and objectives;
2. The actual population serviced;
3. The staff utilization;
4. The specific activity and methodology;
5. The kind of parent and community involvement;
6. The facilities and materials utilized; and
7. The component's effectiveness.

Data for the study were collected by on-the-site visits made by the Principal and the Coordinator; by the collection of test data when appropriate and available; by the study of attendance records; and by special questionnaires designed to obtain participant reactions to various programs.

We initiated our program with 21 components. All 21 components were maintained throughout the study. This 100% achievement exceeds our expectation of maintaining 80-90% of the components.

Regular visits were made to the classrooms to observe and identify in each the multi-faceted approaches in teaching techniques, teacher planning, and the progress of the program. The program was monitored to see that it met the individual needs of the newly arrived, non-English speaking Puerto Rican child. A study of the classes conducting model programs is presented in Table 2.

Table 2

Classes Conducting Model Programs

	Kgn	Gr. 1	2	3	4	5	Total
Number of Classes on Grade	6	9	9	9	9	9	51
Number Conducting Model Programs	4	8	8	9	7	6	41

We had expected that 70-80% of the classes would be conducting model programs. Our classroom observations and evaluation of the programs being conducted showed an 82% level of participation.

Monthly records of the achievement of the identified children showed gradual and steady gains in academic and social achievement. Our expectation level was 60-70%. A study of the monthly records kept on these pupils is shown in Table 3.

Table 3

Academic and Social Achievement of Identified Children

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Number of Students Reported	199	205	211	203	207	210	209	211	211
Number Showing Academic Achievement	43	79	86	101	116	131	142	159	164
Number Showing Social Achievement	56	85	93	118	142	163	175	175	190

The study, as shown in Table 3, reveals that we had an academic achievement of 78% and a social achievement of 90%. Our results were 28 to 40 points higher than our expectations.

Numerous materials were developed and used in the program. Handouts in the form of duplicated materials were used extensively to disseminate and share materials. A study was done of 45 teachers who were given materials on a regular basis. The results of this study are shown in Table 4.

Table 4

Utilization of Materials

Number of Teachers Given Materials	No. Using Most of Time	No. Using Occasionally	No. Seldom Using	No. Never Using
45	31	8	5	1

Our findings showed that 99% of the teachers showed evidence of using 75% of the materials developed in the program. During the year There were numerous requests from teachers for materials to be used with the non-English speaking pupils.

The 45 staff members who were the subject of the study on utilization of materials were asked to give a brief comment on the effectiveness of the materials. A sampling of their comments follows:

> "It was the first time that I felt that I had some useful instruments to use with my N.E. children."
>
> "Great! We needed this long ago."
>
> "Why can't we come up with more good ideas like this?"
>
> "I've learned some useful Spanish phrases. They have helped me to get across ideas to my N.E. pupils."
>
> "I've shared these ideas with friends in other schools because I have found them so helpful."

Hispanic pupils who had been in attendance at the school for one full year or more were tested in reading and math in October and May. The progress made by these pupils is indicated below in Table 5.

Table 5

Pre and Post Test Scores in Reading and Math

Grade	No. Chn.	Avg. Pre-test Score		Avg. Post-tst Score		Significant Gain	
		Rdg	Math	Rdg	Math	Rdg	Math
2	21	Non-Rdg	Readiness	1.1	1.4	1 yr.	9months
3	42	Non-Rdg	1.1	1.6	1.9	1.4	.8
4	39	1.3	1.8	2.4	2.8	1.1	1 yr.
5	48	1.7	2.1	2.9	3.1	1.2	1 yr.

The workshops were open to all members of the staff. Forty-two members signed up to participate. Table 6 below show the attendance pattern. It was expected that 70-80% of the personnel would regularly attend the training sessions. Our results showed a 93% level of participation.

Table 6

Personnel Attending Training Sessions

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Avg.
Staff Participation by Month	42	42	36	37	38	40	40	37	40	39

The Principal and the Coordinator made visits to teachers who participated in the program to observe their use of techniques developed during the training sessions. It had been expected that 4 - 6 of these techniques would be utilized. Our observations showed that this was a very conservative estimate. We discovered that teachers were putting into practice most of the ideas and methodology that they were learning in the workshops.

Unobtrusive recordings made by assistant principals of the numbers of staff members viewing the Hablame en Espanol and The Boricuas television programs showed a 71% level of participation.

One of the important components of the program was the involvement of parents through Family Room activities. There, many of the newly arrived parents found fellowship, cooperation, and assistance.

A major effort of the practitioners was the attempt to provide English as a Second Language lessons for parents on a regular, formal basis. Although we were not completely successful in this endeavor, the enthusiasm of parents led to the instruction of parents by parents. The Family Room became a place of mutual help, as English speaking and Spanish speaking parents assisted each other in learning the second language.

We learned that a number of newly arrived parents enrolled in English as a Second Language Courses at a nearby Adult Center.

Among staff members, wide use was made of the manual, Bien Ven Neé Dose. Copies could be seen on the desks of receptionists, school aides, secretaries, teachers. They have arrived satisfaction from the ability to communicate, however minimally, in Spanish, and have sought to further their knowledge.

Manuals developed for the use of school personnel received wide use. The replies to a questionnaire regarding the use of manuals follow in Table 7.

Table 7
Utilization of Materials Developed for the Program

	81-100%	61-80%	41-60%	21-40%	1-20%	None
Distribution of Staff Responses	41	26	21	14	0	0

We found that a period of ten months was too brief a one in which to establish a Resource Center. We were able only to make a small beginning toward this end. Teachers were informed of the ultimate objective of establishing a Resource Center. Their suggestions regarding desirable materials will be of help as we proceed toward this end.

As a result of the efforts exerted in the area of food service, Puerto Rican pupils began, slowly, to taste unfamiliar foods. Teachers, who ate with the children, and lunchroom workers reported that the children were eating more of their lunches. Teachers encouraged pupils to eat at least small portions (called "No, thank you" servings) of green vegetables, carrots, and salads. Pupils began to eat foods separately, rather than placing them between two slices of bread to make a sandwich. More and more, desserts were saved for the end of the meal, rather than being hastily devoured as soon as pupils sat down to eat.

Parents reported that they found helpful the brochure supplied by the principal, aimed at helping them secure community services. Parents shared their experiences with these agencies with other parents in the family room, and at P.T.A. meetings. They were able to direct other parents to agencies from which they could secure help.

The following questionnaire was designed to discover whether teachers felt any more comfortable and less threatened in working with newly arrived Puerto Rican pupils. Of the fifty-one teachers responding, forty-five showed a generally favorable attitude toward the pupils. Four showed a generally unfavorable reaction. Two indicated little or no change in reaction.

(Questionnaire begins on following page.)

Questionnaire for Teachers

1. Newly arrived pupils are reluctant to participate in class.
    - a. strongly agree __________
    - b. agree __________
    - c. disagree __________
    - d. strongly disagree __________

2. Different activities taking place in the classroom at the same time tend to interfere with one another.
    - a. strongly agree __________
    - b. agree __________
    - c. disagree __________
    - d. strongly disagree __________

3. There is a high absence rate among pupils.
    - a. strongly agree __________
    - b. agree __________
    - c. disagree __________
    - d. strongly disagree __________

4. Students are usually of low physical stamina.
    - a. strongly agree __________
    - b. agree __________
    - c. disagree __________
    - d. strongly disagree __________

5. Newly arrived pupils lack interest in classroom activities.
    - a. strongly agree __________
    - b. agree __________
    - c. disagree __________
    - d. strongly disagree __________

6. There is a great deal of disruptive behavior on the part of pupils.
    - a. strongly agree __________
    - b. agree __________
    - c. disagree __________
    - d. strongly disagree __________

7. It is difficult to include non-English speaking pupils in the regular classroom activities.

   a. strongly agree________________
   b. agree_________________________
   c. disagree_______________________
   d. strongly disagree______________

8. Non-English speaking pupils should not be required to "work" as hard as the other pupils.

   a. strongly agree__________________
   b. agree___________________________
   c. disagree_________________________
   d. strongly disagree_______________

9. It is difficult to secure help in working with the newly arrived pupils.

   a. strongly agree___________________
   b. agree____________________________
   c. disagree_________________________
   d. strongly disagree________________

10. Most of the parents show an interest in their children's education.

   a. strongly agree____________________
   b. agree_____________________________
   c. disagree__________________________
   d. strongly disagree_________________

11. Facilities and opportunities in the home enhance the child's program participation.

   a. strongly agree___________________
   b. agree____________________________
   c. disagree_________________________
   d. strongly disagree________________

12. Classroom experiences meet the needs of the newly arrived pupils.

   a. strongly agree___________________
   b. agree____________________________
   c. disagree_________________________
   d. strongly disagree________________

Questionnaires were sent to 150 parents to ascertain their feelings regarding the measures that had been taken to facilitate the adjustment of their children to school. 108 parents responded to the questionnaire. Table 8 indicates that 90% had a very positive impression regarding their children's school experience.

Table 8

Results of Questionnaire to Parents
(English Version)

Question	Yes	No
1. Does your child enjoy coming to school?	94	14
2. Does your child seem more interested in school this year than he was last year?	92	16
3. Is your child showing more interest in learning to speak and read English?	104	4
4. Does your child enjoy having school personnel speak to him in Spanish?	108	0
5. Does your child tell you the things that he learns in school about Puerto Rico?	102	6
6. Does your child like having you visit the Family Room?	72	36 (No response)
7. Do you think we should continue our present program next year?	105	3 (No response)

Informal interviews with parents in the Family Room revealed their very positive feelings regarding the efforts of the school to assist in their, and their children's adjustment to the school and the community.

At grade conferences, teachers, supervisors, and paraprofessionals recounted very positive experiences with the newly arrived pupils. They expressed their desire to cooperate and assist in a continuation and extension of our efforts to facilitate the adjustment of newly arrived pupils and parents to the school and the community.

A LOOK TO THE FUTURE

In early June, an assessment conference was held, attended by all the individuals who participated in the fall planning conference. Results of the evaluation study were discussed. It was agreed that our efforts had been overwhelmingly successful. we remained cognizant of the fact that the year's program was only a "stopgap" measure. We recognized the need for a truly bilingual program to meet the numerous needs of our ever-increasing N.E. population.

In order for N.E. pupils to make optimum growth in academic subjects, they would need to be taught basic skills and concepts in their dominant language. There is a need to build into our curriculum structured instructional use of their dominant language, so as to prevent retardation in school performance . Language skills in English can more readily be mastered once children have developed these skills in their dominant language.

For Spanish speaking pupils, the problem of learning phonic skills and the art of decoding are much reduced through the use of the Spanish language. Bruce Gardner, former Chief of the Modern Language Section USOE, testified during the Senate hearings of 1967, "It is much easier for a native speaker of Spanish to learn to read that language than it is for a native speaker of English to learn to read English." He went on to explain, "...there is a very close match between Spanish writing and Spanish sound..... the extraordinary implication is that if the Spanish=speaking children of our nation were allowed to use Spanish as one of the mediums of instruction along with English, not only would their language handicap disappear, but there is a strong likelihood that they would have a decided advantage over their English-speaking (monolingual) schoolmates, simply because Spanish is an easier language to work with in elementary school."

Non-English speaking pupils are the most likely to drop out of an English speaking school system. The Puerto Rican Forum reported that in 1972, 87% of the New York Puerto Rican community as a whole had dropped out of school before completing high school. New York City's University system presently admits that less than 5% of the new admissions are of Hispanic origin.

Contrast the New York drop out rate with the fact that Puerto Rican children in Puerto Rico are not only completing high school in increasing numbers, but their enrollment in post-high school graduation programs has grown by over 60% since 1957. (Allegria, 71)

These are the same Puerto Ricans for whom the mainland system of education has provided so much failure.

Both the low academic achievent and the high drop out rate are associated with educational problems arising from the linguistic confusion that results when a pupil is forced to use only English in school, but uses his native language at home, and in the street. According to Anastasi and Cordova (1953), "Mastery of both languages is thus limited. It is not the interference between the two languages so much as the restriction in the learning of each to only certain areas that leads to handicap. In such cases, the extent of the child's vocabulary, as well as other aspects of his linguistic development, is inferior in both languages. By contrast, the individual who learns to express himself in all types of situations in at least one language will have the verbal skills needed in learning a second language."

Clearly, an "English-only" approach to the teaching on non-English speaking pupils has not resulted in providing for pupils those successful and happy school experiences which are an essential ingredient in developing good school adjustment. A major finding of Licher, Rapien, Siebert and Slansky (1962) was that ..."dropouts had unsuccessful and unhappy school experiences....they were consciously afraid that they could not be successful and would get hurt in the process of trying to achieve."

These facts were paramount in our thinking as we envisioned an ongoing program of bilingual education. In addition to the gains that would be made in the area of academic achievement, we would seek to provide the kinds of experiences that would further the development of positive self-concepts among the Puerto Rican youngsters. In our community, where youngsters were economically deprived, as well as linguistically different, negative self-concepts were common.

Children need to develop an appreciation of their own culture and heritage, so as to develop and maintain their self=esteem and a legitimate pride in their own ability to function in both cultures. Historical and cultural aspects of a bilingual program should help to reduce parent and pupil alienation and disaffection.

Herman Badillo (Senate Hearings, 1967) said, "There is no question about the Puerto Rican being able to perform in every aspect and at every level of the Puerto Rican society (in Puerto Rico). But the Puerto Rican child that lives in the (New York) Puerto Rican ghetto, surrounded only by low-income people, who does not see(Puerto Ricans at) other (socio-economic) levels, gets to thinking that perhaps the Puerto Ricans cannot perform. The best way that we can demonstrate that the Puerto Rican is performing and has been performing is by teaching that Puerto Rican child a knowledge of the Puerto Rican culture and language."

In addition to linking a student with his heritage, a bilingual instructional program might well provide pupils with role models who are not "low-income ghetto residents", since children will be in daily contact with middle-income teachers who are natige speakers of the pupils' dominant language. A New York Puerto Rican pupil's chances of having a Puerto Rican teacher, outside of a bilingual instructional program, are less than one in a hundred, since only 0.6% of the professional instructional staff is of Hispanic extraction (Brown, 1969).

Since 1949, there have been an increasing number of studies of self-concept. Many of these studies explored the relationship between self-concept and external influences. Coopersmigh(1967), Brookover and Thomas (1964), Remy (1955), and Ausbel (1954) all found that children's self-concept was related to their perceptions of the feedback they received from their parents, peers, and teachers. Martire (1956) found that self-concepts of ability were also affected by role models found in the schools. Jersild (1952), Reeder (1955), and Stevens (1956) suggest that successful school experiences are more likely to result in a more positive self-concept, which is likely to lead to even further academic success in school.

The implication for educators would seem to be that children must be afforded an early opportunity to experience success in school, so that a resulting positive self-concept will lead to further success. A further implication is that the bilingual instructional program can provide non-English speaking pupils with immediate successful experiences in a familiar language, as opposed to the language and culture shock a child is likely to experience in a standard instructional program.

These concepts and principles were the bases for the type of bilingual instructional program we sought to develop for the coming years. Many discussions ensued on a school and district level. Advice was sought from the Principal of the Bilingual School and the City Administrator of Bilingual Education. These conversations provided input for the formulation of a Projected Plan for a Bilingual Mini School for P.S. 345, Brooklyn (Appendix H), together with A Study of Curriculum Areas for Teaching in a Bilingual Program (Appendix I).

The proposal for a bilingual mini school is intended to initiate the operation of a structured, sequential, bilingual instructional program. The program will be instituted in four classes (grades 1 through 3). It will expand vertically each year as the original participants are promoted from grade to grade, and new participants enter the initial grades. These bilingual classes will become a semi-autonomous mini school within a wing of the parent school.

The district supervisor of bilingual education and the district superintendent reviewed the proposal with enthusiasm. The supervisor included it in her proposal for the district's bilingual program for the 1974-75 year. However, she expanded the program to include six elementary schools in which there is a large percentage of N.E. pupils and parents.

As of the opening of school in September, final approval for the project had not been received. The district superintendent indicated that, on the basis of her communications with officials in Albany, we could conclude that the district's proposal had been favorably received, and that final approval would be forthcoming.

As we begin our program for the 1974-75 school year, we intend, not only to facilitate the adjustment of newly arrived pupils and parents, but also to institute a truly bilingual educational program that will provide for non-English speaking pupils the full measure of educational experience to which all youngsters are entitled.

****

BIBLIOGRAPHY

Allegrea, Frank, U.S. Congress - Senate, Bilingual Education, 1968, p. 425.

Anastasi and Cordova, Invitational Conference on Testing Problem, American Council on Education, Washington, D.C., 1953.

Anderssen, Theodore and Boyer, Mildred, Bilingual Schooling in the United States, Volume I , United States Government Printing Office, Washington, D.C., 1970, p. 54.

Ausbel, David Paul, Theory and Problems of Adolescent Development, Greene and Stratton, New York, p. 58.

Badillo, Herman, Senate Hearings on Bilingual Education, January, 1967, p. 60.

Cordasco, Francesco, Puerto Rican Americans, Littlefield, New Jersey, 1972, p. 92.

Cordasco, Francesco, Senate Hearings on Bilingual Education, January, 1967, p. 172.

Coopersmith, Robert, A Sociology of Education, American Book Co., New York, 1967, p. 391.

Dorry, Gertrude Nye, Games for Second Language Learning, McGraw-Hill, New York, 1966.

Gardner, Bruce, "The First 76 Bilingual Education Projects", Monograph Series on Language and Linguistics, No. 23, edited by James E. Hiatis, Georgetown University Press, 1970, p. 163.

Jersild, Arthur Thomas, Child Psychology, 6th Edition, Prentice-Hall, 1968, p. 46.

Lichter, Rapier, Siebert and Slansky, Scholarship and Guidance Association, The Dropout - A Treatment of Intellectually Capable Students Who Drop Out of High School, New York Free Press of Glencoe, 1962.

Matire, John (Quoted in Padilla, Up From Puerto Rico, p. viii.)

Reeder, Ward Glen, An Introduction to Public School Relations, Revised Edition, Macmillan, New York, 1955, p. 147.

BIBLIOGRAPHY
(continued)

Meeks, Anna R., Guidance in Elementary Education, Ronald Press, New York, 1968.

Remy, Margolis, United States Congress - Senate, Bilingual Education, p. 425.

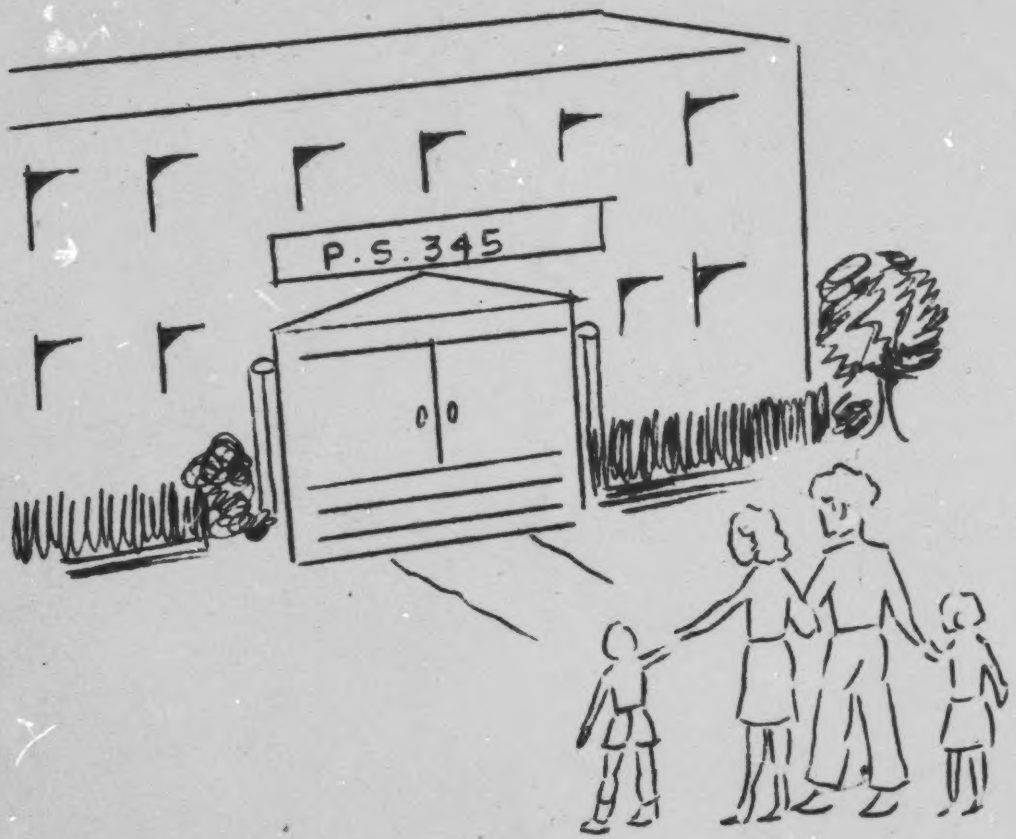
Stearns, Harry Lee, Community Relations and the Public Schools, Prentice Hall, Englewood Cliffs, New Jersey, 1955.

Stevens, George L., The Case for Early Reading, Fuller, St. Louis, 1956.

Tovar, Federico Ribes, A Chronological History of Puerto Rico, Plus Ultra Educational Publishers, Inc., New York, 1973.

APPENDIX A

BiEN VEN NEÉ DOSE



BIEN VEN NEED DOSE

by

Margaret A. Dixon
Principal, The Patrolman Robert Bolden School
(Public School 345)
Brooklyn, New York

Illustrations by Theodore Abner

****

ABOUT THIS BOOKLET

Imagine yourself in a foreign country, in need of help, and unable to speak a word of the language. You try to make your needs known, but the residents cannot understand you, and you cannot understand them.

Then, along comes someone who speaks a few words of English. You are overwhelmed with relief and gratitude. No matter how poorly he speaks your language, you feel that some communication is now possible.

The feelings of despair and frustration which you felt are experienced daily by our numerous newly-arrived Puerto Rican pupils and parents. For them, however, the problem is not just a momentary one. They are not visitors, just passing through, but are permanent members of our school family and community. Learning the English language is only one of the numerous problems they face.

This booklet is designed to assist English-speaking school personnel in communicating with the new arrivals. It is hoped that it will help provide an atmosphere of welcome, and assist in the adjustment of the new arrivals to a new school and community.

How to Use the Booklet

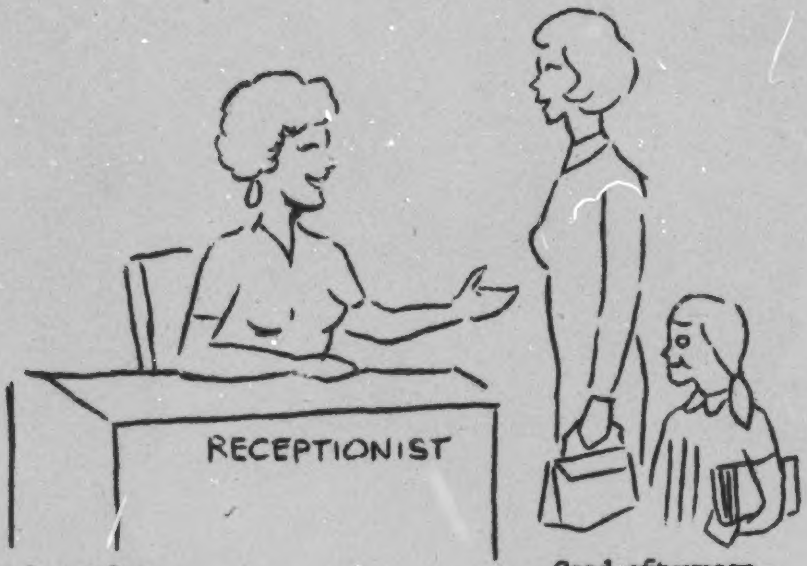
An attempt has been made to determine the expressions most frequently used in the processes of initial entry and orientation to the school. Each expression is written in English, followed by the Spanish equivalent. This is followed by a phonetic rendering of the Spanish pronunciation. Syllables typed in capital letters should be accented. Those that are grouped together should be pronounded together.

ACKNOWLEDGEMENTS

I wish to acknowledge, with gratitude, the help of many members of the P.S. 345 family who contributed to the writing of this booklet: Receptionists, secretaries, counselors, teachers, and supervisors, in determining the expressions to be included, and especially Miss Irma Perez, whose assistance with translations was invaluable.

M.A.D.

AT THE RECEPTION DESK
EN LA MESA DE RECEPCION
(AIN LAH MAY SAH DUH RAY SEPP SEE OWN)



Good morning.
Buenos días.
(BWAY nohss DEE ahss.)

Good afternoon.
Buenas tardes
(BWAY nahss TAR dess.)

Do you speak English?
¿Habla usted inglés?
(AH blah oosTED een glace?)

I do not speak Spanish. I know only a few words.
No hablo español. Sabe solamente pocas palabras.
(No AHblow ess SPAHN YOLE. SAH bay sole ah MAIN tay poke ahss pah LAH brahss.)

Please sign the book.
Por favor, firma el libro.
(Pore fahVORE, FIRMah el LEEbro.)

Please go to the office, Room 146.
Por favor, vaya a la oficina, el salon 146.
(Pore fahVORE, VIE yah ah lah office SEENah, el sah LOAN
oo no, kwah troe, say ees.)

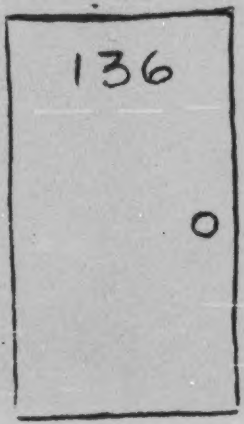
Please come with me to the office.
Por favor, ven conmigo a la oficina.
(Pore fahVORE, venn cone MEEgo ah lah office SEENah.)

Do you wish to enroll your child in school?
¿Desea usted matricular a su hijo en la escuela?
(Day ZAY ah oosTED mott TREE koo lahr ah soo EE ho
ain lah ess KWALE lah?)

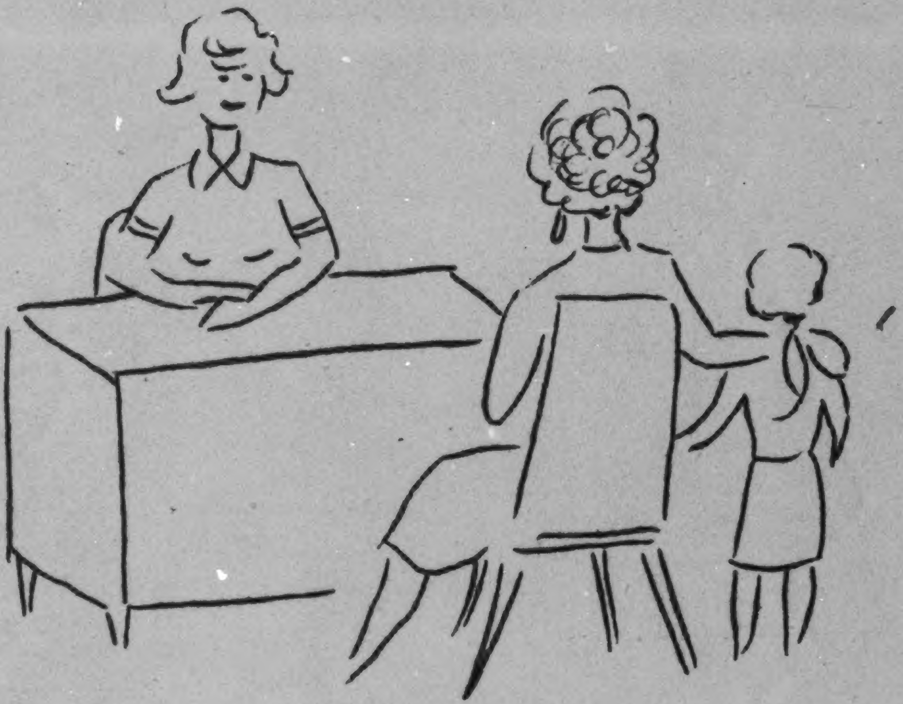
Do you wish to go to the Family Room?
¿Quiere usted ir al salon de la familia?
(Key erry oosTED EAR ahl sah LOAN duh lah fah MEAL yah?)

The Family Room is Room 136.
El salon de la familia es el salon 136.
(El sah LOAN duh lah fah MEAL yah ess OO no, trace, SAY ees.)

PLEASE
SIGN



IN THE OFFICE
EN LA OFICINA
(AIN LAH OFFICE SEENAH)



Good morning.
Bueños días.
(BWAY nohss DEE ahss.)

Good afternoon.
Bueñas tardes.
(BWAY nahss TAR dess.)

Do you speak English?
¿Habla usted inglés?
(AH blah ooSTED een GLACE?)

Does your child speak English?
¿Su hijo habla inglés?
(Soo EE ho AH blah een GLACE?)

I do not speak Spanish. I know only a few words.
No hablo empañol. Sabe solamente pocas palabras.
(No AH blow ess spahn YOLE. SAH bay sole ah MAIN tay
POKE ahss pah LAH brahss.)

Whom do you wish to see?
¿Quien quiere usted ver?
(Key ENN key ERRY oosTED vear?)

Do you wish to see the principal?
¿Quiere usted ver al principal?
(Key ERRY ooSTED VEAR ahl PREEN see pal?)

Do you wish to see a supervisor?
¿Quiere usted ver al supervisor?
(Key ERRY ooSTED VEAR ahl soo pear VEE zore?)

Do you wish to see a teacher?
¿Quiere usted ver a un maestro (una maestra)?
(Key ERRY ooSTED VEAR ah oon my ACE stroe (oonah my ACE strah?)

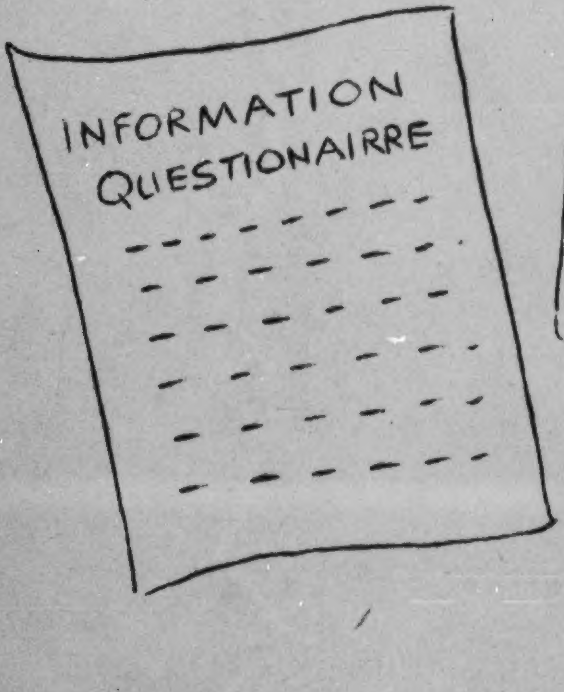
Did the teacher send for you?
¿El maestro llamó por usted?
(El my ACE stroe yah MO pore ooSTED?)

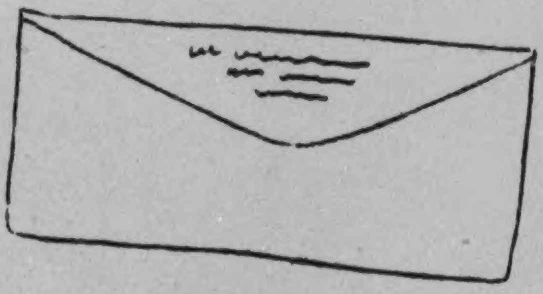
What is the teacher's name?
¿Cual es el nombre de la maestra?
(KWAHL ess el NOAM bray duh lah my ACE strah?)

What is the child's name?
¿Cual es el nombre del niño?
(KWAHL ess el NOAM bray del NEEN yo?

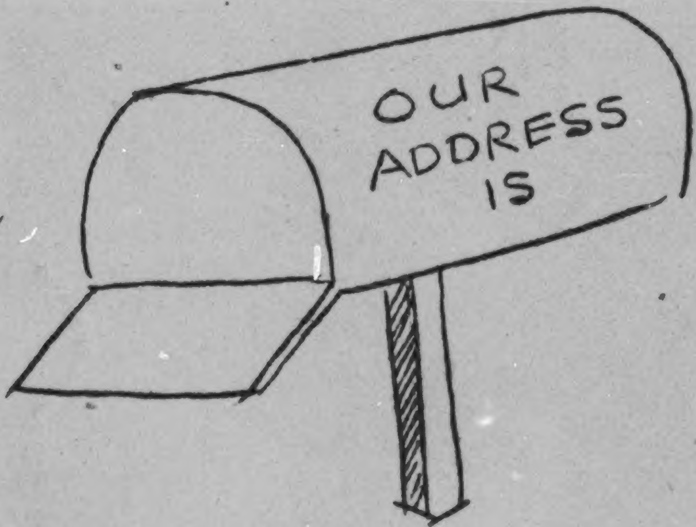
In what class is your child?
¿En que clase esta su hijo?
(Ain kay KLAH suh ess TAH soo EE ho?)

Do you know the room number?
¿Sabe usted el numero del salon?
(SAH bay ooSTED el noo may row del sah LOAN?)





REGISTRATION
MATRICULAR
(MOTT TREE KOO LAHR)



Do you wish to enroll your child in school?
¿Quiere usted matricular a su hijo en la escuela?
(Kay erry ooSTED mott tree koo LAHR ah soo EE ho ain lah ess KWALE lah?)

What is the child's name?
¿Cual es el nombre del niño?
(Kwahl ess el NOAM bray del NEEN yo?)

What is your name?
¿Como se llama usted?
(Ko mo say YAH meh ooSTED?)

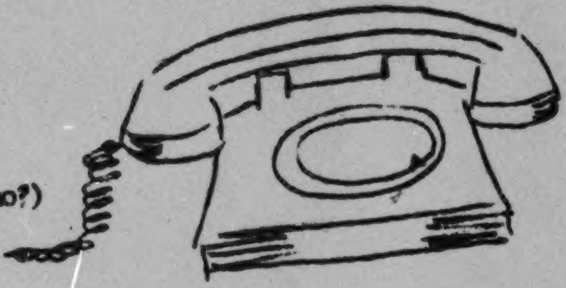
Where do you live?
¿Donde vive usted?
(DOAN day veevay ooSTED?)

Under what name is your mail delivered?
¿Baja que nombre recibe las cartas?
(BAH hah kay NOAM bray ray SEE bay lahss KAR tahss?

What is the name on your letter box?
¿Que nombre esta en el buzon de su casa?
(Kay NOAM bray ess tah ain el boo ZOAN duh soo KAH suh?)

Please show me on this card the name of your street.
Por favor, señalame en esta tarjeta el nombre de su calle.
(Pore fahVORE, seNAH luh MAY ain ESStah tar HAY tah
el NOAM bray duh soo KAH yay.)

Please write the number of your house on this paper.
Hágame el favor de escribir el número de su casa en este papel.
(AH gah may el fahVORE day ESS kree BEAR el NOO may row
duh soo KAH suh ain ESStay papPELL.)



Do you have a telephone?
¿Tiene usted teléfono?
(Tee ENNY ooSTED tay lay fo no?)

What is your telephone number?
¿Cual es su número de teléfono?
(Kwahl ESS soo NOO may row duh tay lay fo no?)

Please write it here.
Por favor, escribelo aquí.
(PORE fahVORE ess KREE bay low ah KEY.)

What is your maiden name?
¿Cual es su apellido de soltera?
(KWAHL ess soo AH pell LEEDo duh sole TERRah?)

How many children do you have?
¿Cuantos hijos tiene usted?
(KWAHN tohss EE hohss tee enny ooSTED?)

Where was he/she born?
¿Donde nació su hijo/hija?
(DOAN day nah see OH soo EE ho/EE hah?)

How many older brothers are there?
¿Cuantos hermanos majores hay?
(KWAHN tohss ear MAHN nohss mah HOE ress eye?)

How many younger brothers are there?
¿Cuantos hermanos menores hay?
(KWAHN tohss ear MAHN nohss may KNOW ress eye?)

How many older sisters are there?
¿Cuantas hermanas majores hay?
(KWAHN tahss ear MAHN nahss mah HOE ress eye?)

How many younger sisters are there?
¿Cuantas hermanas menores hay?
(KWAHN tahss ear MAHN nahss may KNOW ress eye?)

Do you work?
¿Usted trabaja?
(OoSTED trah BAH hah?)

Where do you work? Address? Telephone?
Donde trabaja usted? ¿Dirección? ¿Teléfono?
(DOAN day trah BAH hah ooSTED? Dee RECK see OWN?
Tay LAY fo no?)

Where does your husband work?
¿Donde trabaja su esposo?
(DOAN day trah BAH hah soo ess POH zoh?)

Do you wish your child to have lunch in school?
¿Quiere usted que su hijo almuerse en la escuela?
(Key ERRY ooSTED kay soo EE ho ahl moo EAR say
ain lah ess KWALE lah?)

Who can we call in case of emergency?
¿A quien podemos llamar en caso de emergencia?
(Ah key ENN po DAY mohss yah MAHR ain Kah so
day ay mear hain SEE ah?)

What do you want the school to do if we can't reach you?
¿Que usted quiere que la escuela haga si no podemos
comunicarnos con usted?
(Kay ooSTED key ERRY kay lah essKWALE lah ah gah
see no po DAY mohss ko moo knee KAR nohss kone ooSTED?)

HEALTH MATTERS
ASUNTOS DE SALUD
(AH SOON TOSE DUH SAH LUDE)

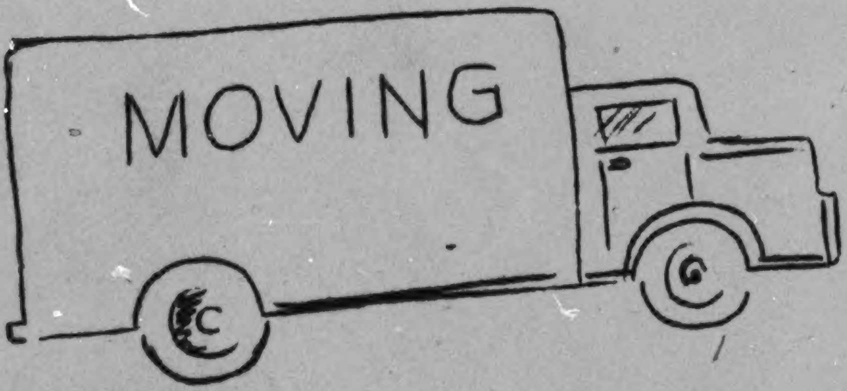
Do you have a private doctor?
¿Tiene usted doctor privado?
(Tee ENNY ooSTED doke TORE preeVAH doe?)

Please write the name and address of your doctor.
Por favor. escriba el nombre y dirección de su doctor
(Pore FahVORE. ess KREE bay el NOAM bray ee dee RECK see Own duh soo, doke TORE.)

Do you go to a clinic?
¿Usted va a una clinica?
(OoSTED va ah oonah KLEE nee kah?)

Do you have a clinic card?
¿Tiene tarjeta de la clinica?
(Tee ENNY tar HAY tah duh lah KLEE nee kah?)

A TRANSFER
UN CAMBIO
(OON KAHM BEE YO)



Do you wish to transfer your child to another school?
¿Quiere usted transferir a su hijo a otra escuela?
(Key ERRY ooSTED trahns fay REAR ah soo EE ho ah OH trah ess KWALE lah?)

What is your new address?
¿Cual es la nueva dirección?
(Kwahl ess lah noo AY vah dee RECK see OWN?)

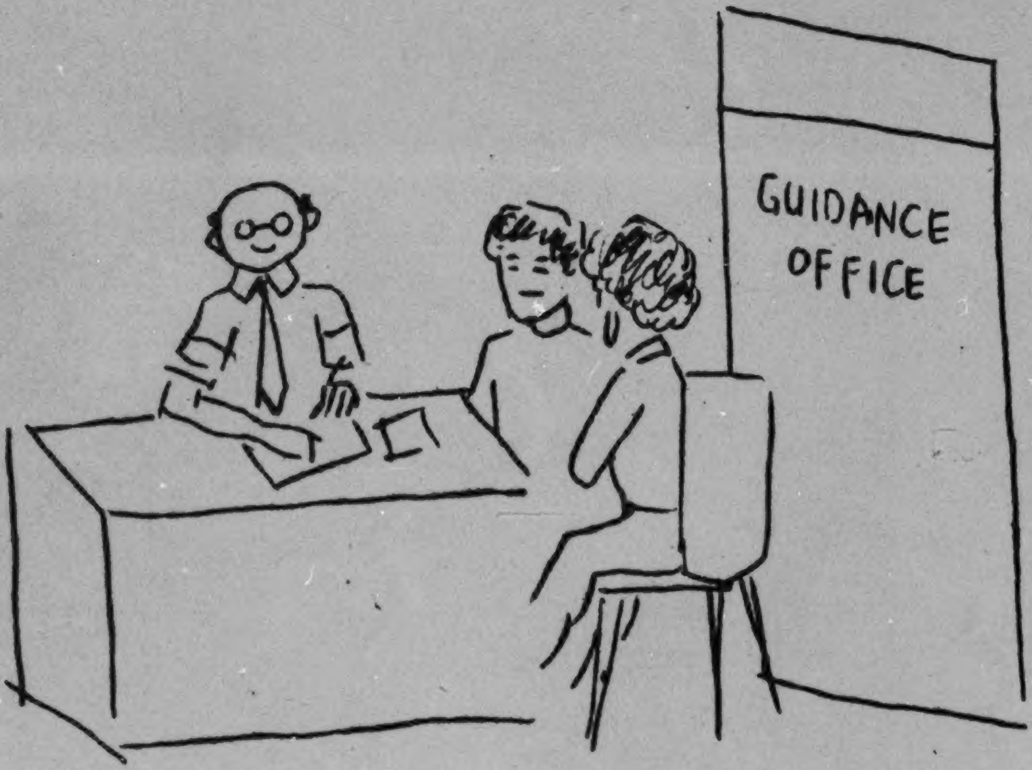
When will you be moving?
¿Cuando se va a mudar?
(KWAHN doe say VAH ah moo DAHR?)

WRONG SCHOOL
ESCUELA EQUIVOCADA
(ESS KWALE LAH AY KEE VO KAH DAH)

You do not live in our district.
Usted no vive en nuestro districto.
(OoSTED no VEEve ain noo ACE stro dees STREECT toe.)

You must go to another school.
Debe de ir a otra escuela.
(DAY bay day EAR ah OH trah ess KWALE lah.)

I will write the number and the address on this card.
Yo escribiré el número y la dirección en esta tarjeta.
(Jo ess KREE bear RAY el NOO may row ee lah dee RECK see OWN ain ESS tah tar HAY tah.)



IN THE GUIDANCE OFFICE
EN LA OFICINA DE ORIENTACION
(AIN LAH OFFICE SEENAH DUH OH REE IN TAH SEE OWN)

Child's name
El nombre del niño
(El NOAMbray del NEENyo)

Address
Dirección
(Dee RECK see OWN)

Birthplace
Sitio de nacimiento
(SEE tee oh duh NAH see me in toe)

Date of birth
Fecha de nacimiento
(FAY Chah duh NAH see me IN toe)

Mother's name
El nombre de la madre
(El NOAMbray duh lah MAHdray)

Father's name
El nombre del padre
(El NOAMbray del PAHdray)

Father's occupation
Ocupación del padre
(OH koo pah see OWN del PAHdray)

Business address
Dirección de ocupación
(Dee RECK see OWN duh OH koo pah see OWN)

Telephone
Teléfono
(Tay LAY fo no)

Mother's occupation
Ocupación de la madre
(OH koo pah see OWN duh lah MAHdray)

Does he favor any particular brother or sister?
¿El niño prefiere a un hermano ó hermana en particular?
(El NEENyo pray fee EAR ray ah oon ear MAHNo oh ear MAHNah ain par TEE koo LAHR?)

Does he dislike any brother or sister?
¿Le disgusta algún hermano ó hermana?
(Lay dees GOOSE stah ahlGOON ear MAHNo oh ear MAHNah?)

Does he get along with the neighborhood children?
¿Tiene buenas relaciones con los niños en el barrio?
(Tee enny BWAY nohss ray lah see OWN ness kone lohss NEENyohss ain el BAHree oh?)

Does he have play time?
¿Tiene tiempo para jugár?
(Tee enny tee AIM po pahrah hooGAHR?)

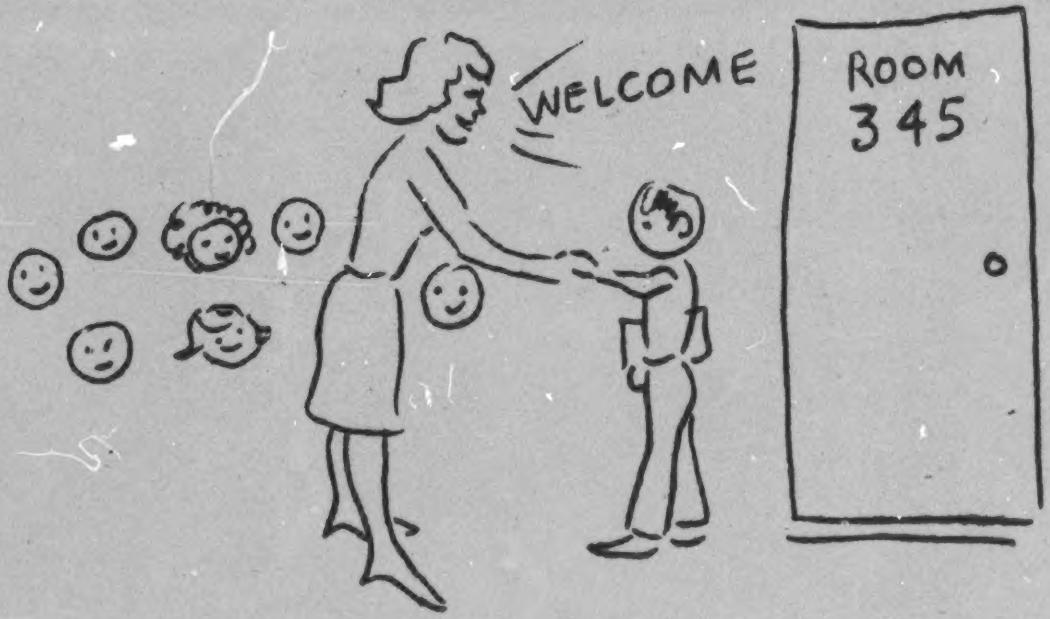
Does he read?
¿Lee?
(Lay ee?)

Does he watch television?
¿Mira la televisión?
(Meerah lah TAY lay vee zee OWN?)

Does he receive an allowance?
¿Recibe dinero extra para su uso personal?
(Ray SEE bay dee NEAR ro extra PAHrah soo OO so pear so nahl?)

Is his health, in general, good?
¿La salud, en general del niño, es buena?
(Lah sahLOOD, ain hay nay RAHL del NEENyo, ess BWAYnah?

Any serious illnesses?
¿Algunas enfermedades graves?
(AHL GOONahss ain fear may DAH dess GRAHvess?)



IN THE CLASSROOM
EN LA CLASE
(AIN LAH KLAHS SUH)

Hello, ________, this is your class.
Ola, __________, esta es tu clase.
(Oh lah, ______ESStah ess too KLAH suh,)

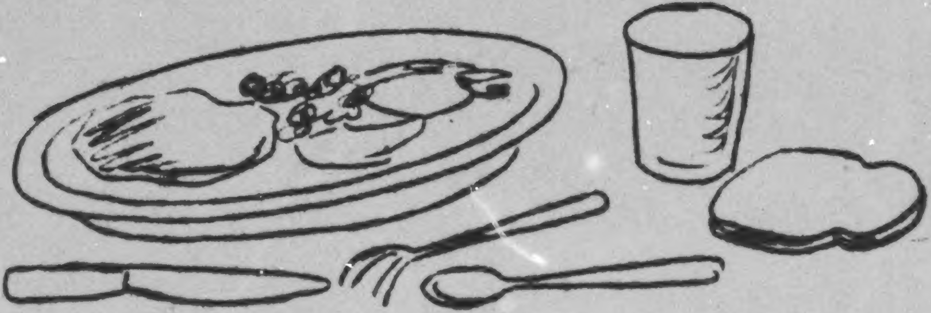
I am your teacher.
Yo soy tu maestro (maestra).
(Joe soy too my ACE stroe (my ACE strah).

We are happy to have you in the class.
Estamos contentos tenerte en las clase.
(Ess TAH mohss kone TEN tohss ten near tay ain lah klahsuh.)

You may sit here.
Te puedes sentar aqui.
(Tay PWAYdess senTAHR ah key.)

__________ will show you what to do.
__________ le enseñaré lo que debe.
(__________ lay en SEN yahRAY low kay DEBBay.)

IN THE LUNCHROOM
EN EL COMEDOR
(AIN EL KO MAY DORE)



This is our lunchroom.
Este es nuestro comedor.
(ESStay ess noo ACE stroe ko may DOOR.)

__________ will show you what to do.
__________ le enseñaré lo que debe.
(__________ lay en sen yah RAY lo kay DEBBay,)

Please taste it.
Por favor, pruébala.
(Por fahVORE, proo AY ballah).

Do you like it?
¿Le gusta?
(Lay goostah?)

Good. You cleaned your plate.
¡Muy bien! Limpiastes tu plato!.
(MWEE be enn. Leem pee AHSS tess too PLAH toe.)

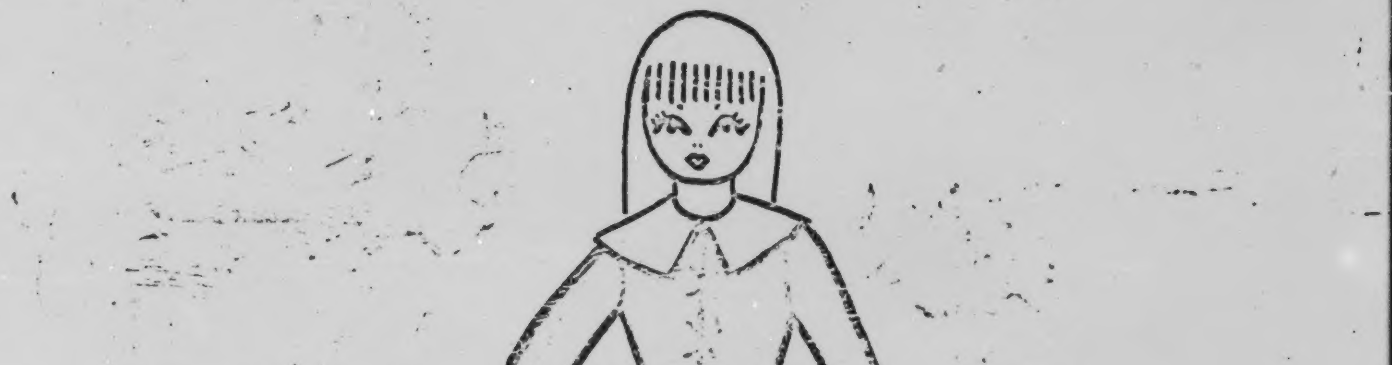
SOME FOODS
ALGUNAS COMIDAS
(AHL GOO NAHSS KO MEE DAHSS)

apple	manzana	mahn ZAHN nah
banana	guineos	guee ay nohss
beans	habichuelas	ah bee cheWALE ahss
bologna	mortadella	more tah DAY yah
bread	pan	pahn
carrots	sanahorias	sah nah OH ree ahss
cheese	queso	KAY so
chicken	pollo	poh yoh
dessert	postre	postray
fruit	frutas	FROO tahss
frankfurter	hot dogs	
	or	
	perros calientas	payrohss kah lee AIN tess
milk	leche	lay chay
orange	china	CHEE nah
roll	pan de rolos	pahn duh ROLLoss
turkey	pavo	PAHvo

Thanksgiving story

Cuento de Thanksgivin

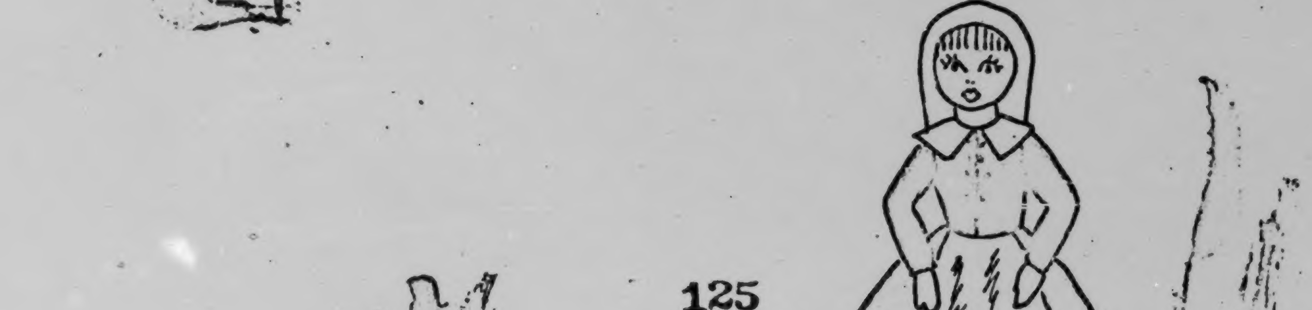
por Janett Zamalloa

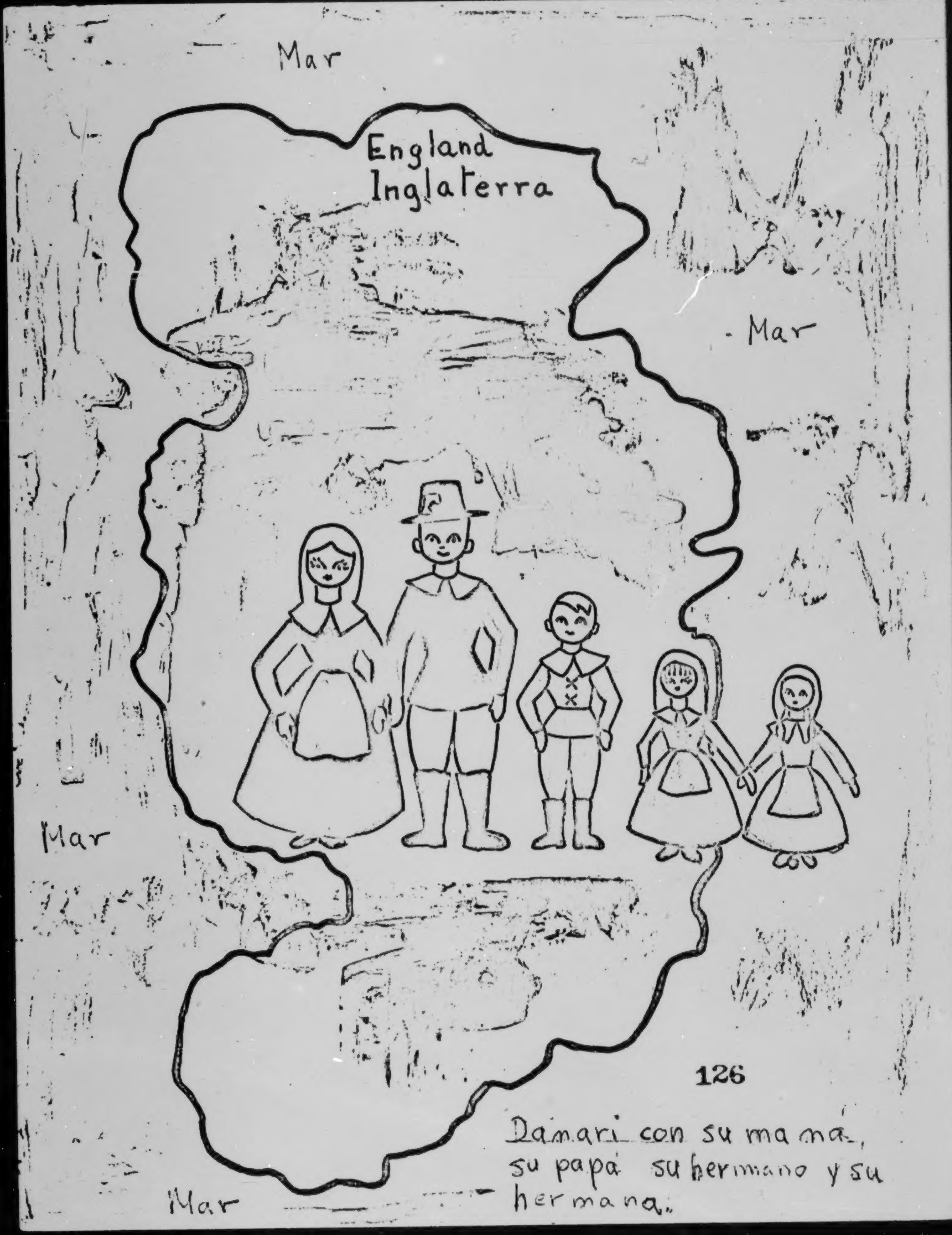


APPENDIX B

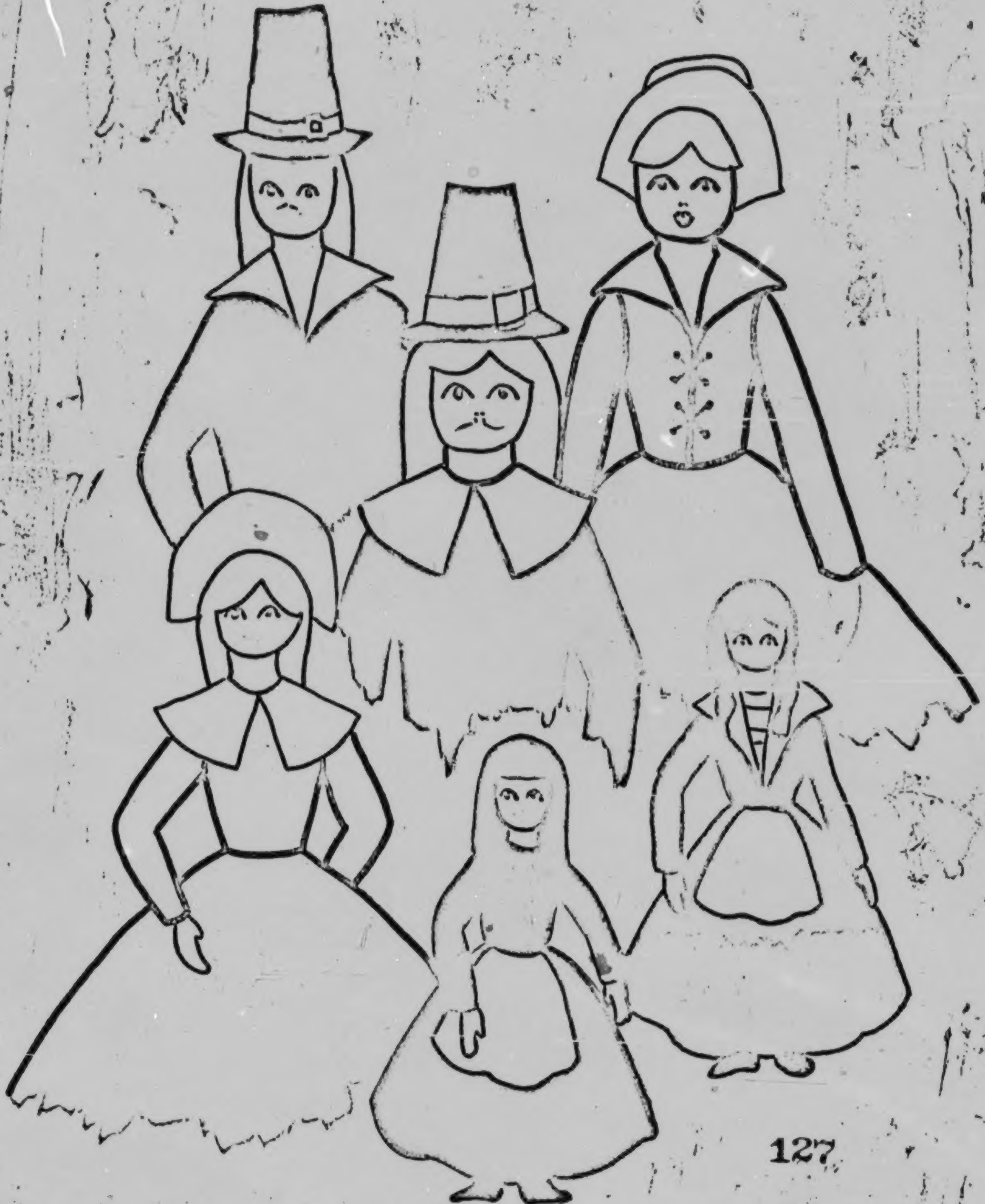
Samples of materials employed in Training Program

Habia una vez una niñita que se llamaba Damari, que vivia en Inglaterra con su mamá, su papá, su hermana y su hermano.




Mar
England
Inglaterra
Mar
Mar
Mar

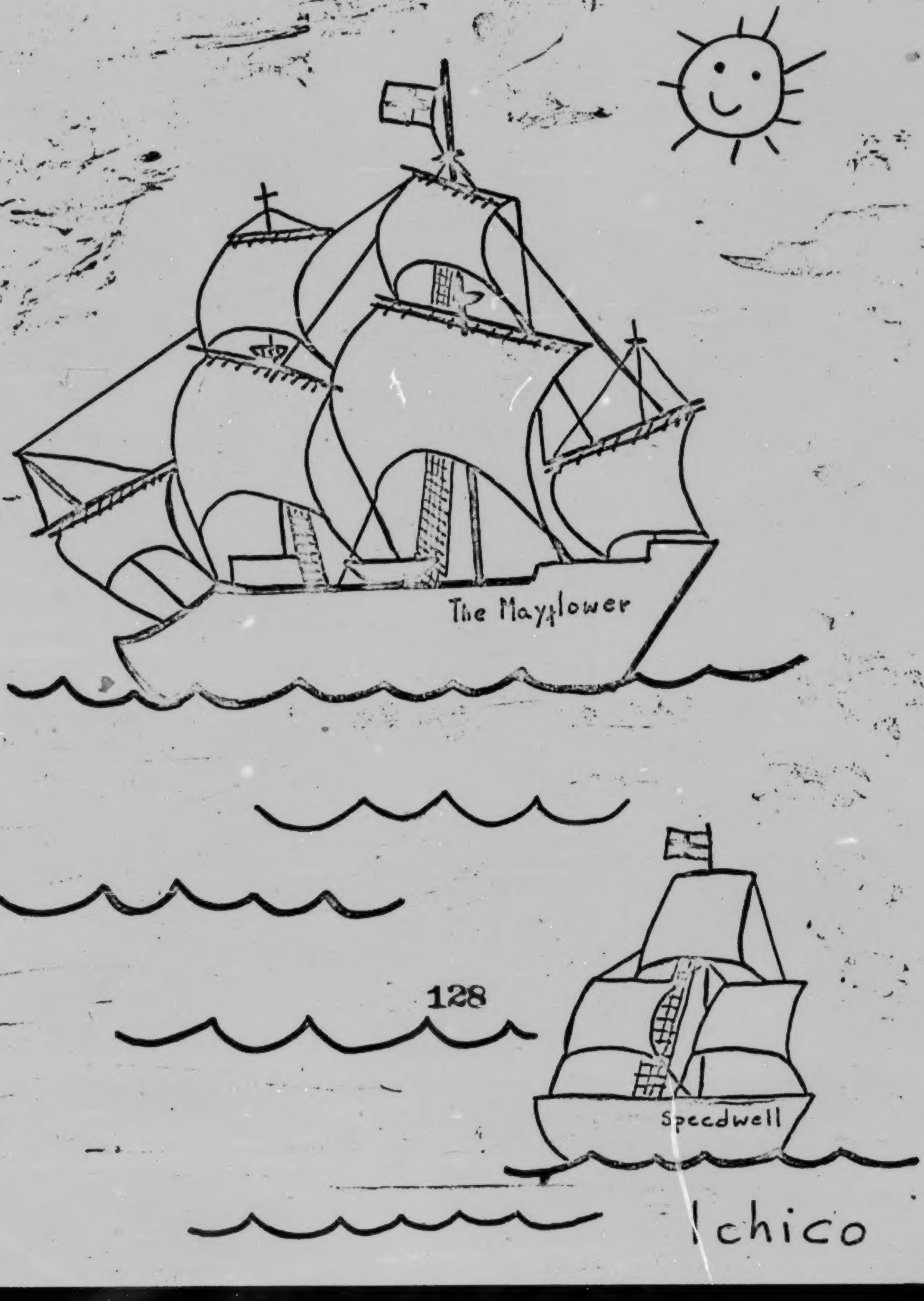
Damari con su mamá, su papá su hermano y su hermana.



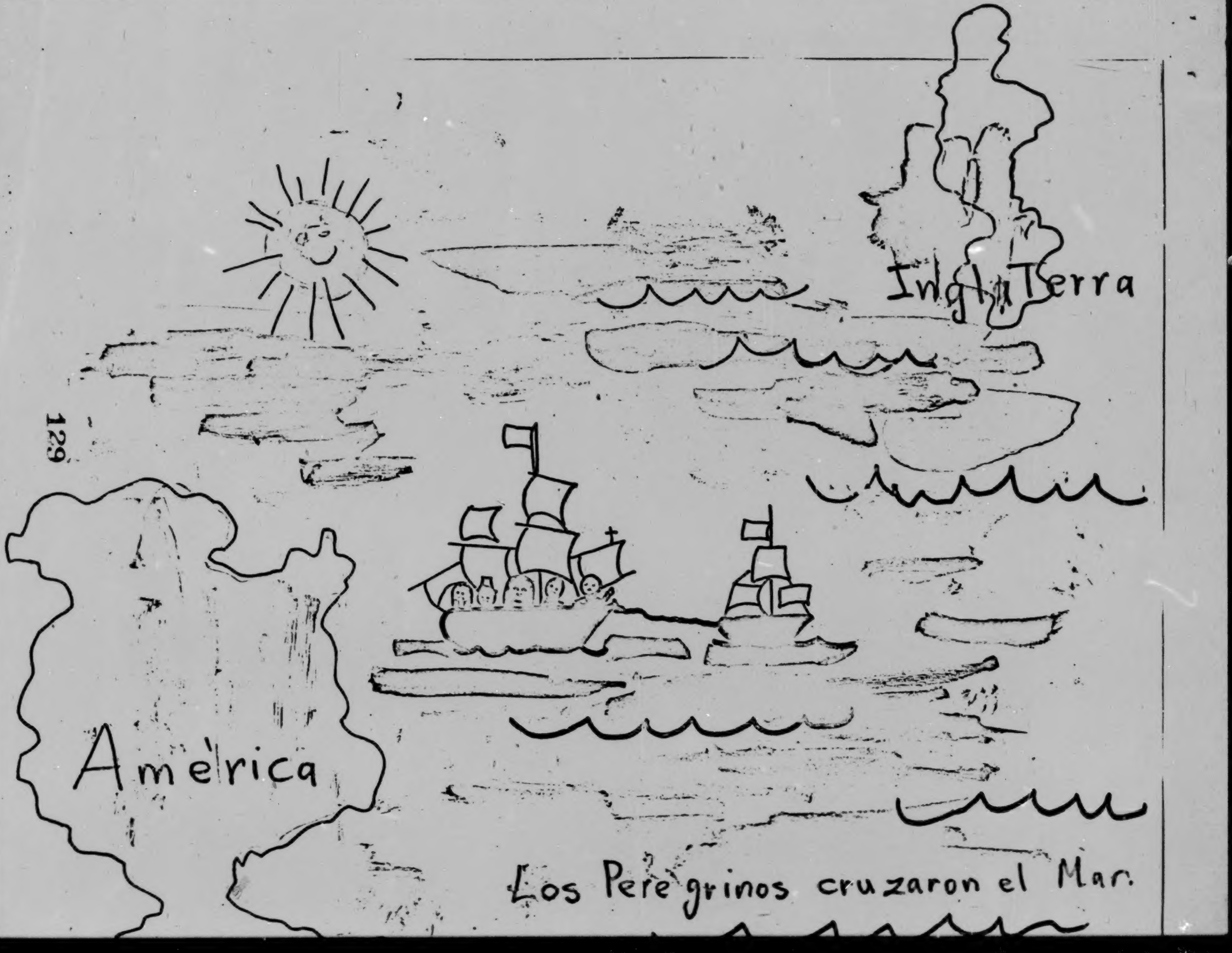
El papá, tenia muchos amigos todos eran "Peregrinos" Un diá decidieron irse avivir a otro País porqué no eran libres de ir asu Iglesia.

2 barcos

1 grande

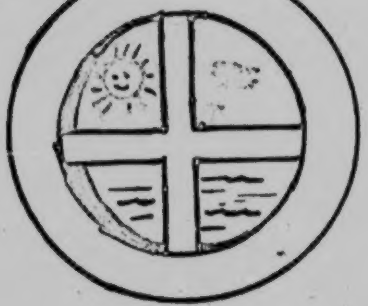

The Mayflower
Speedwell

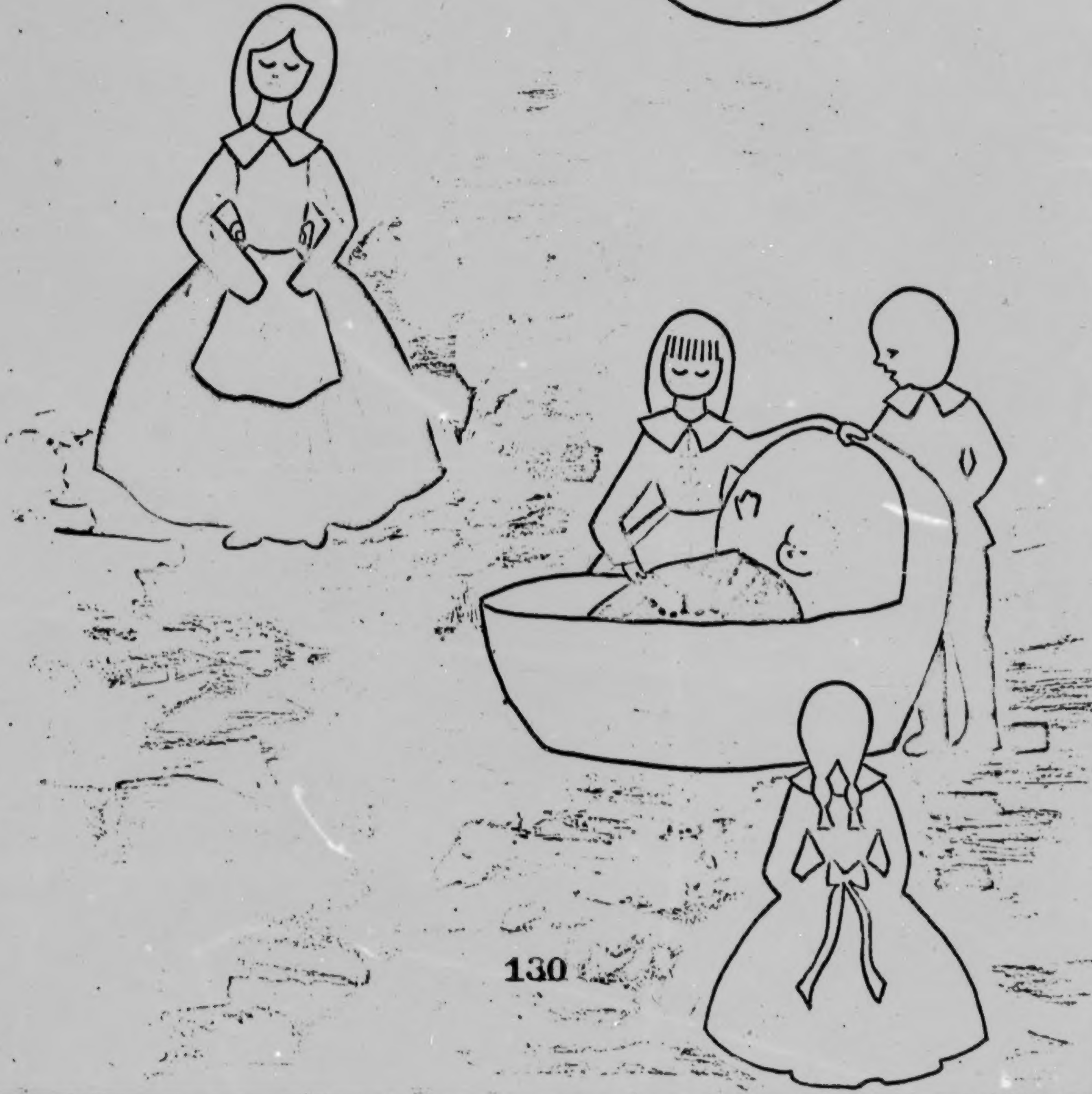
1 chico


InglaTerra
América

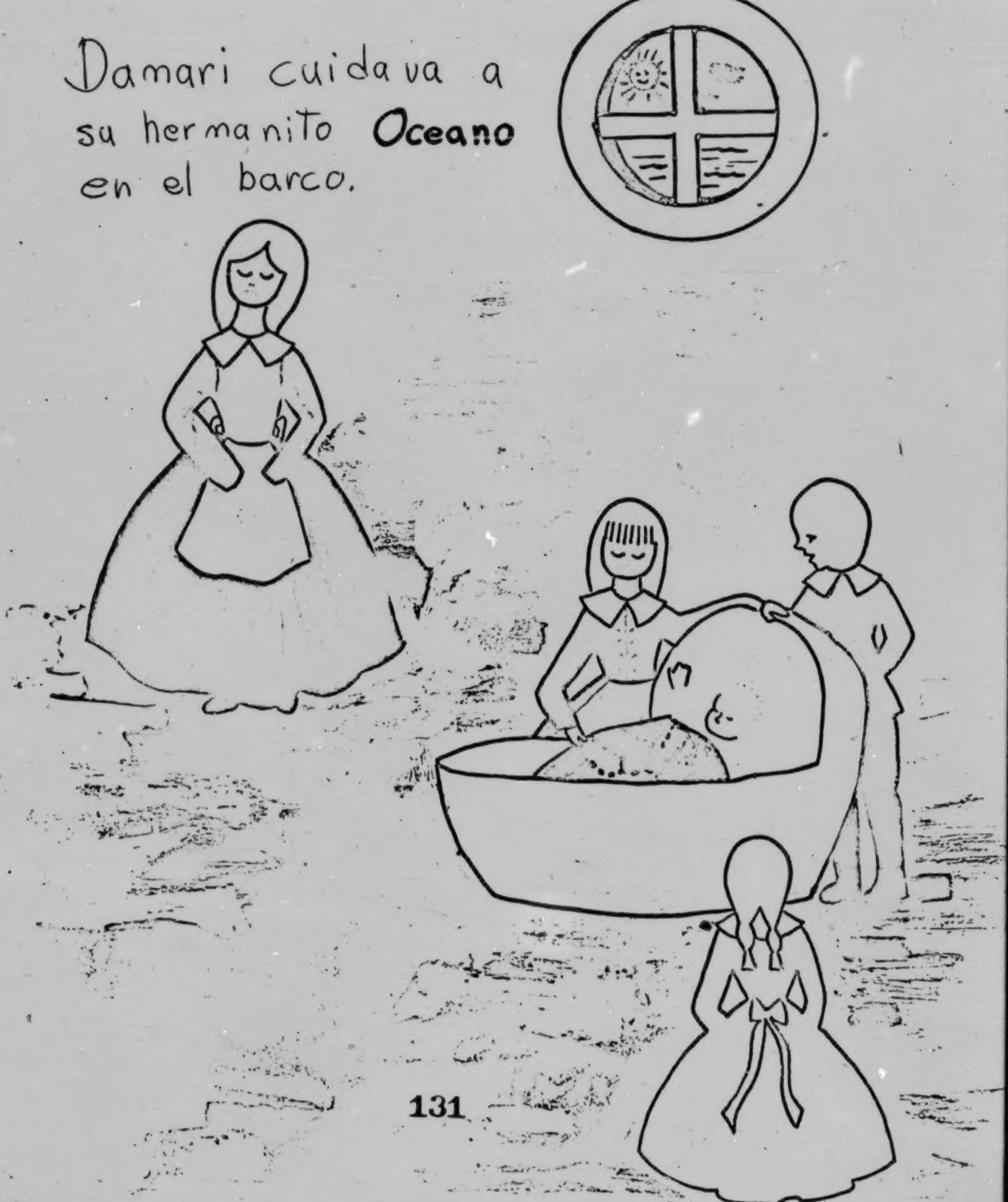
Los Peregrinos cruzaron el Mar.

Damari cuidava a
su hermanito **Oceano**
en el barco.

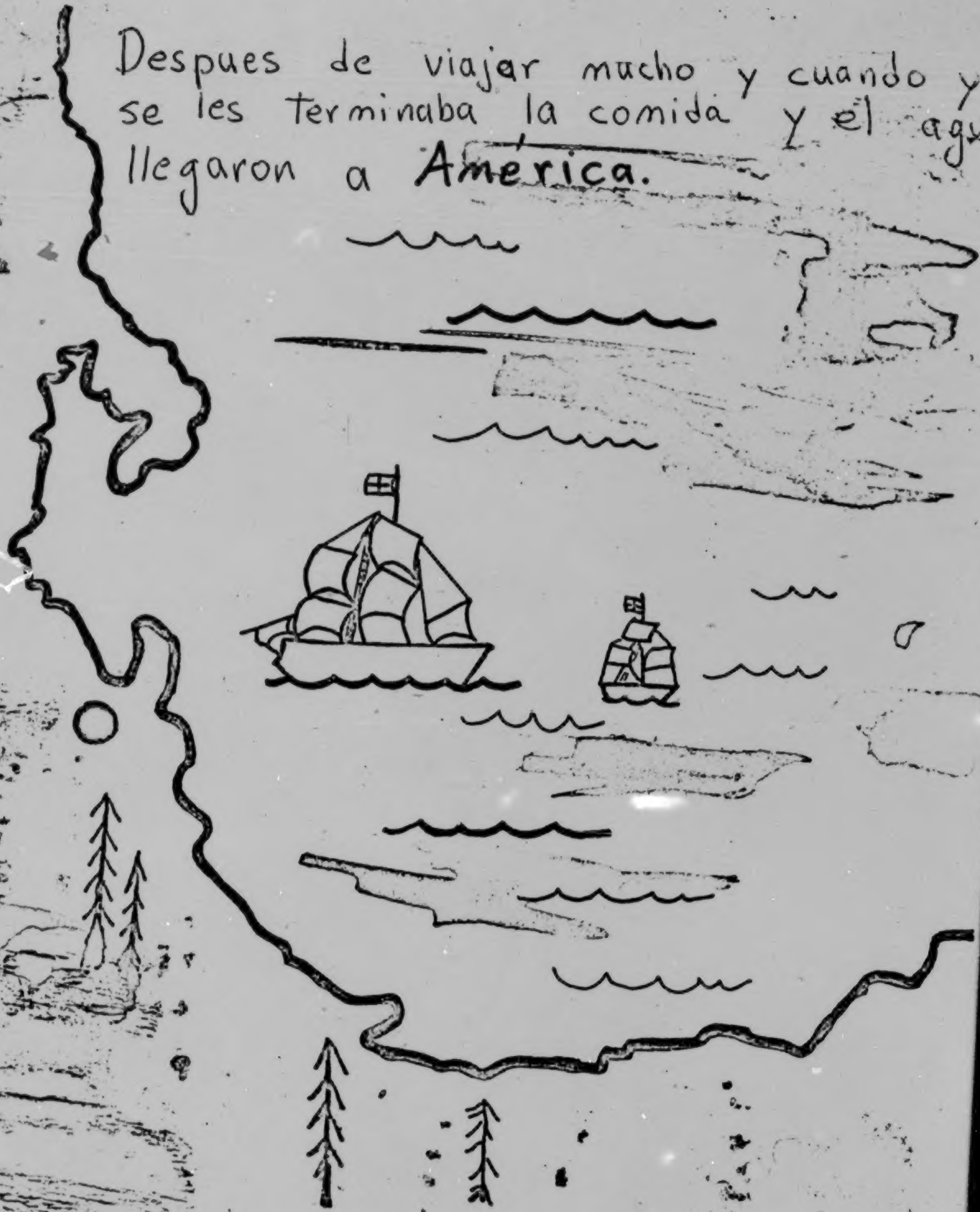




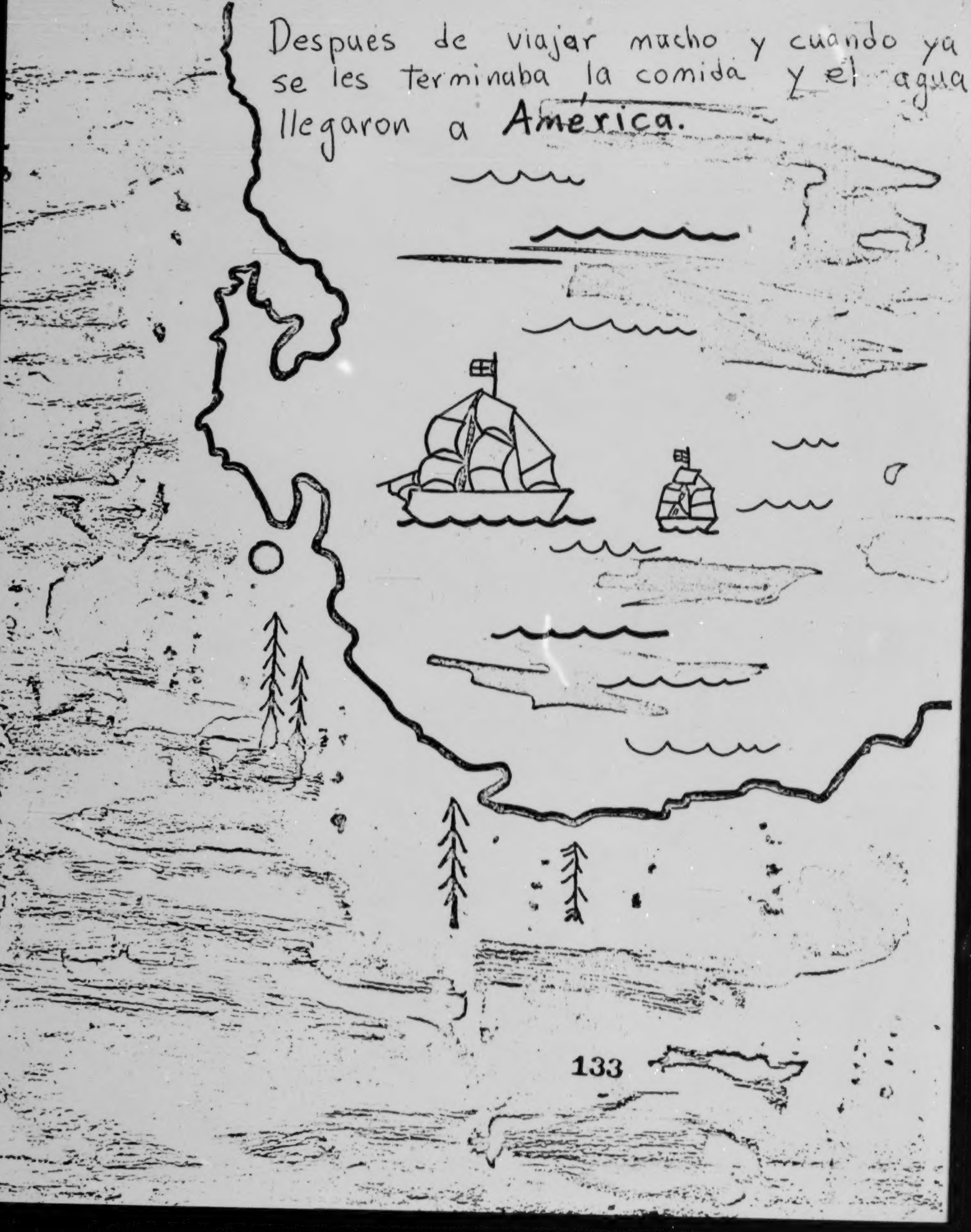
Damari cuidava a
su hermanito **Oceano**
en el barco.



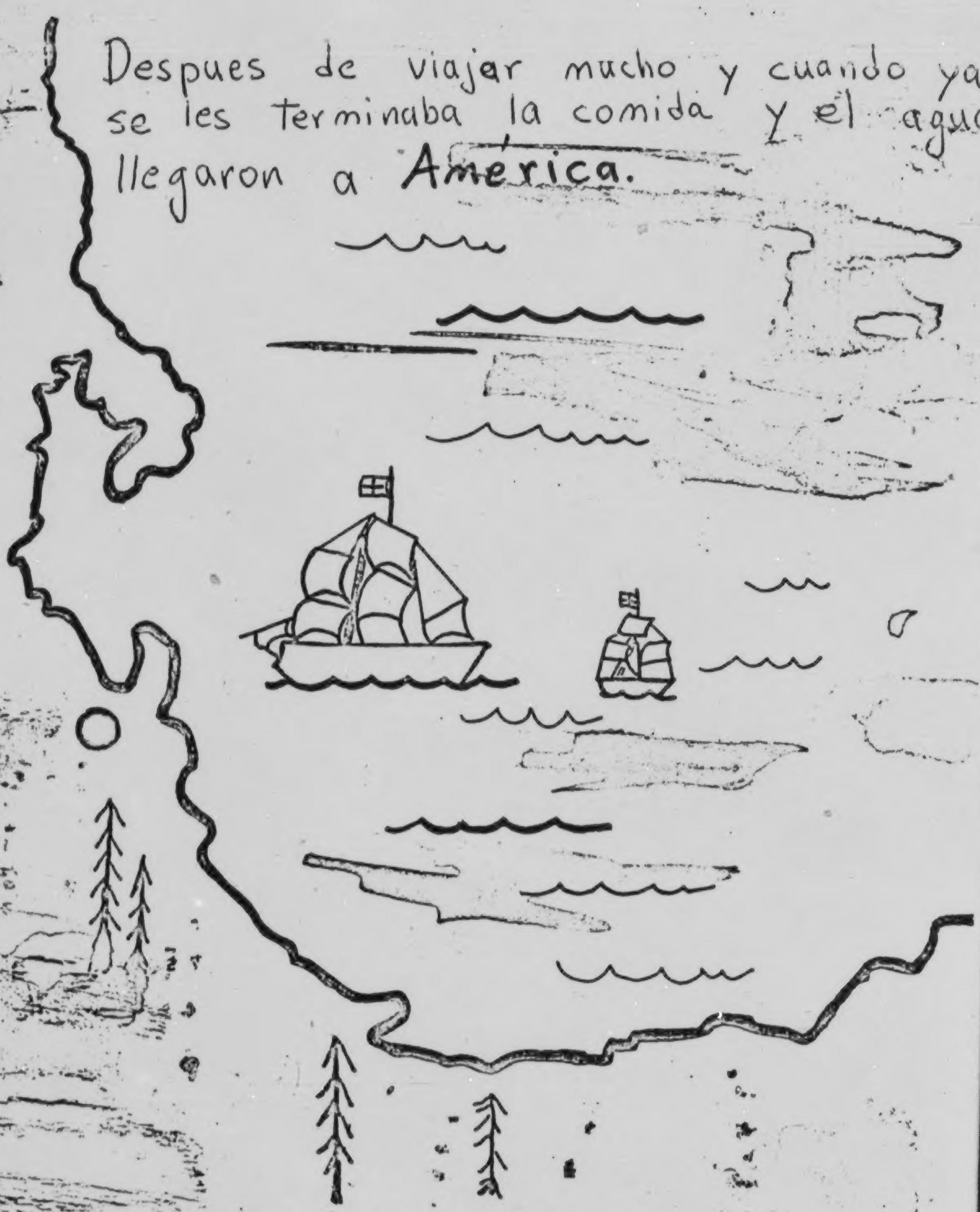
Despues de viajar mucho y cuando ya se les terminaba la comida y el agua llegaron a **América.**

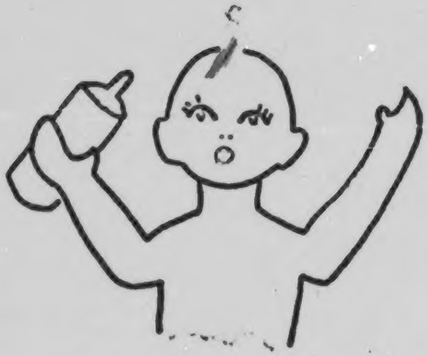


Despues de viajar mucho y cuando ya se les terminaba la comida y el agua llegaron a **América.**



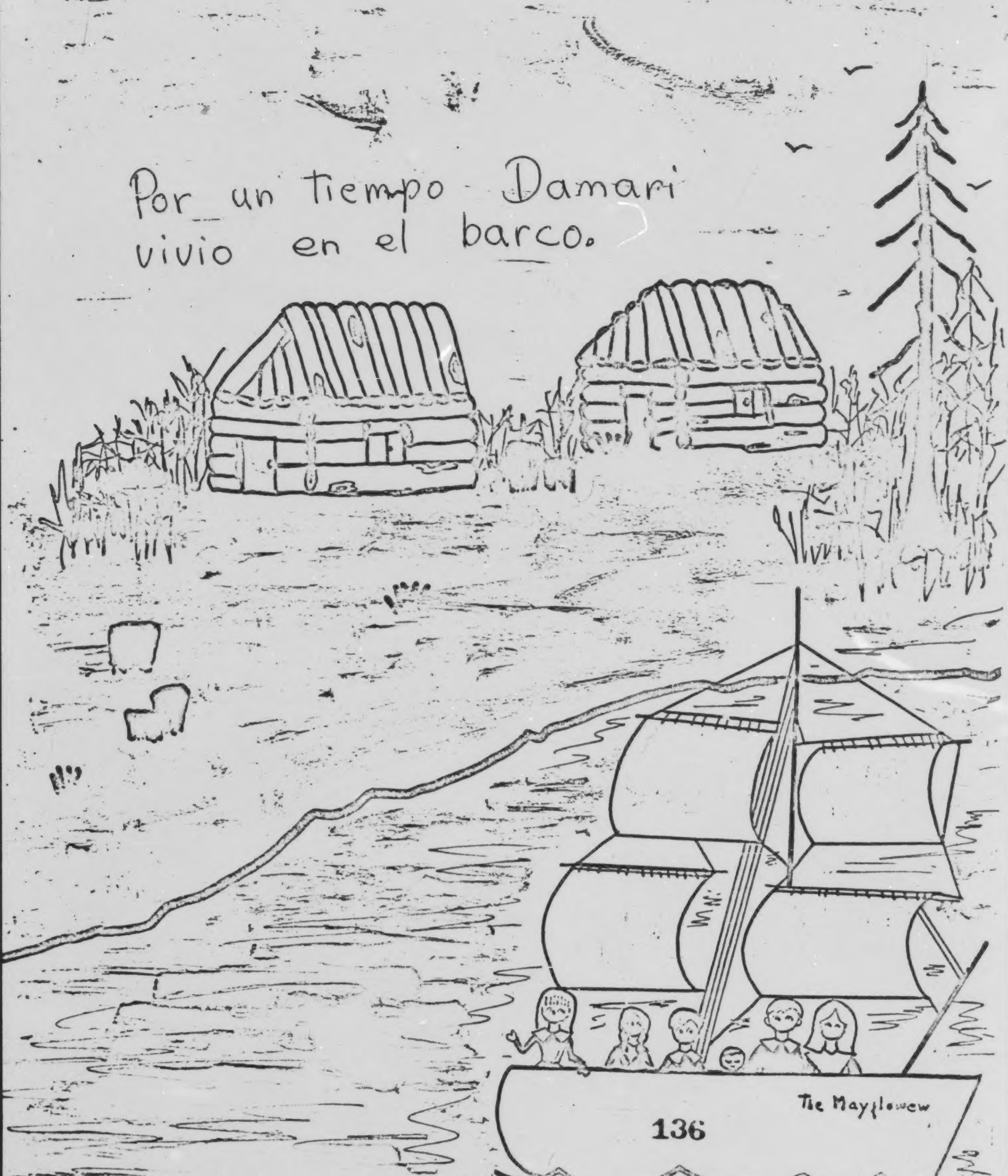
Despues de viajar mucho y cuando ya se les terminaba la comida y el agua llegaron a **América.**

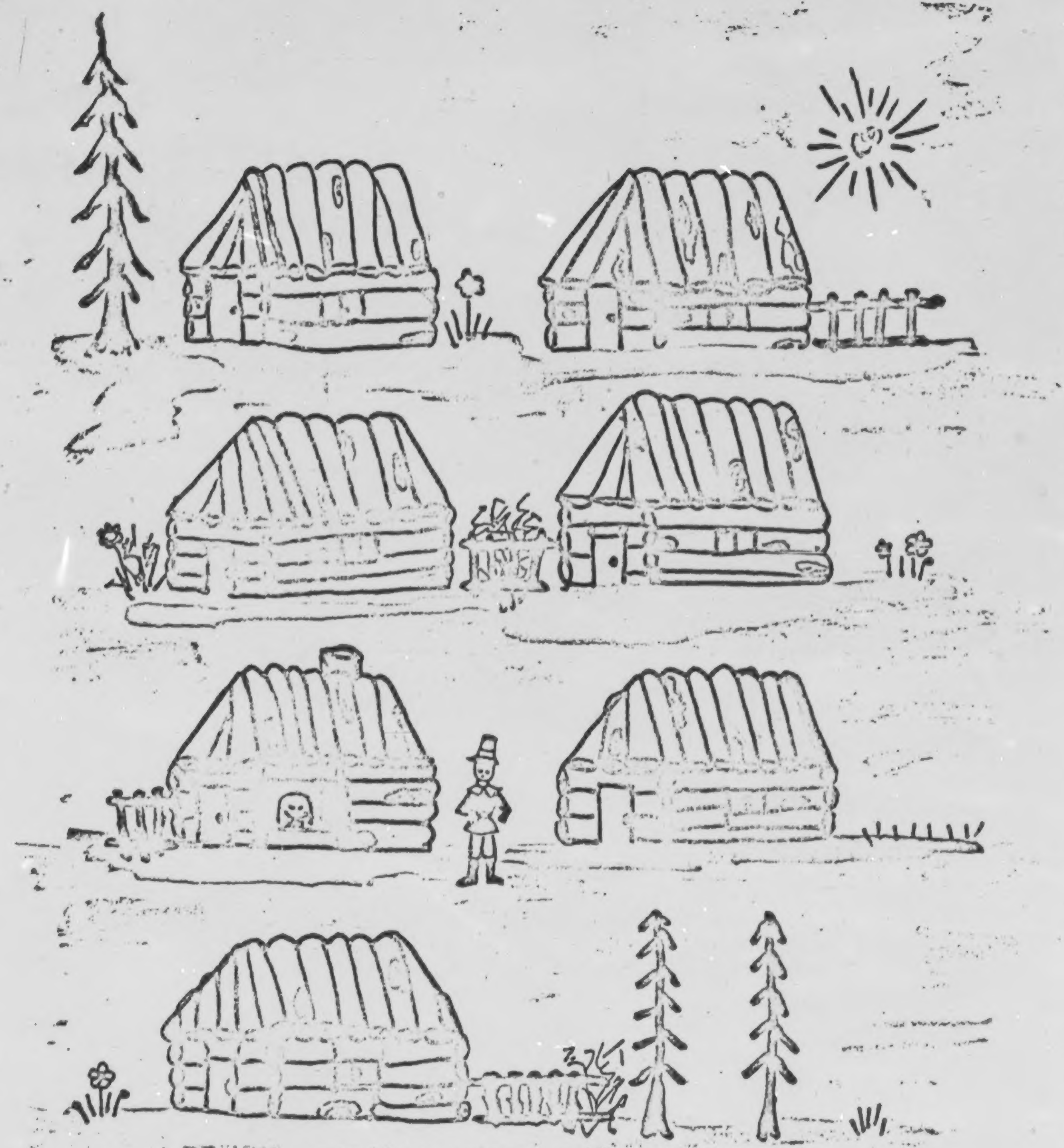




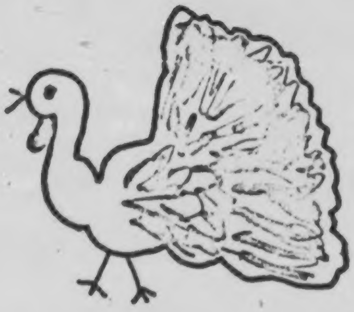
Cuando estaban viajando la mamá de Damari Tuvo un bebé. ¿A que no saben que nombre le pusieron? Le pusierón el nombre de **Océano**, por que se encontraban en el mar.

Por un tiempo Damari
vivio en el barco.


The Mayflowew



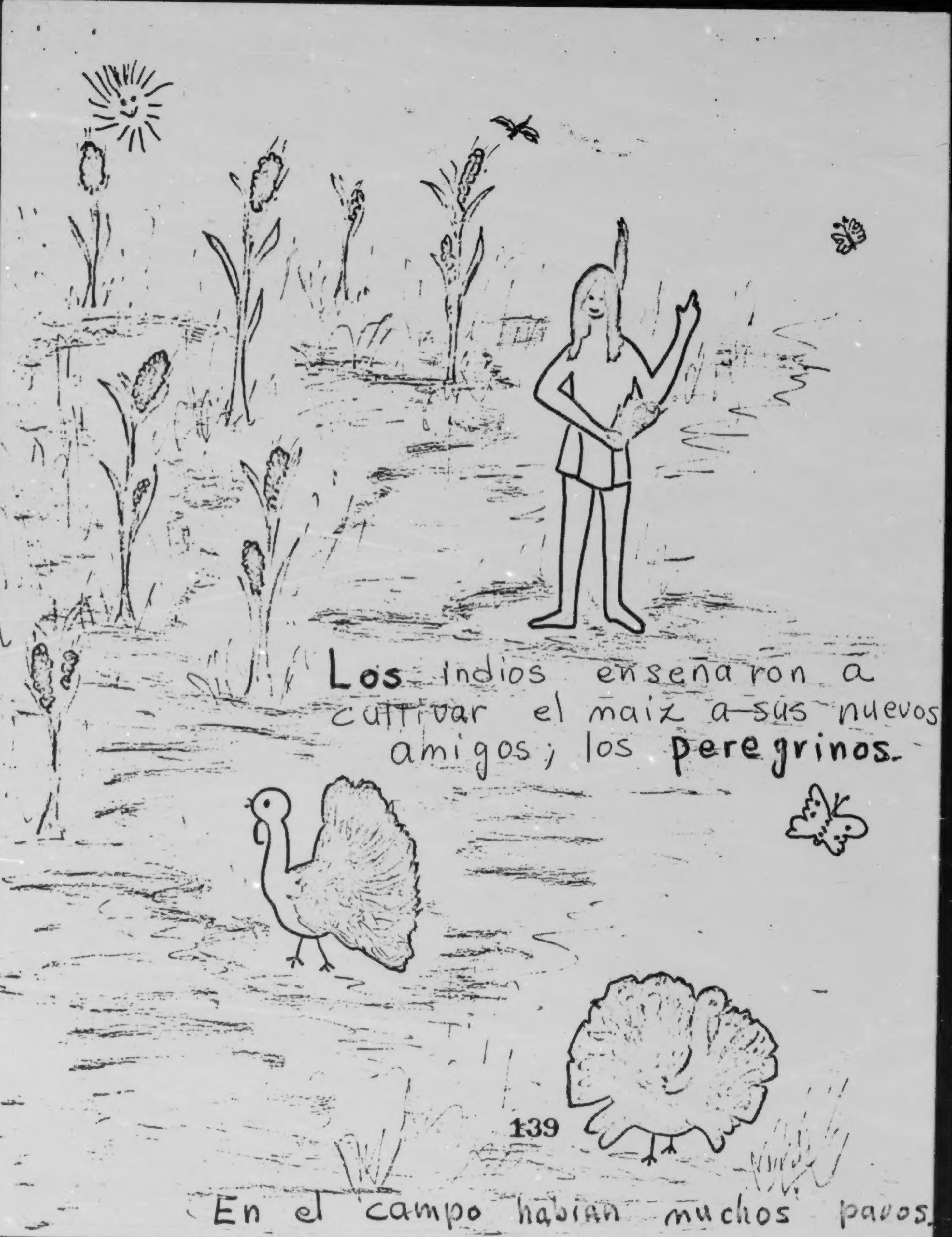
Luego construyeron 7 casitas más
y Damari vivia en una de ellas.



En el muevo Pais vivián indios quienes llegaron a ser sus amigos y les enseñaron a cultivar el maiz.

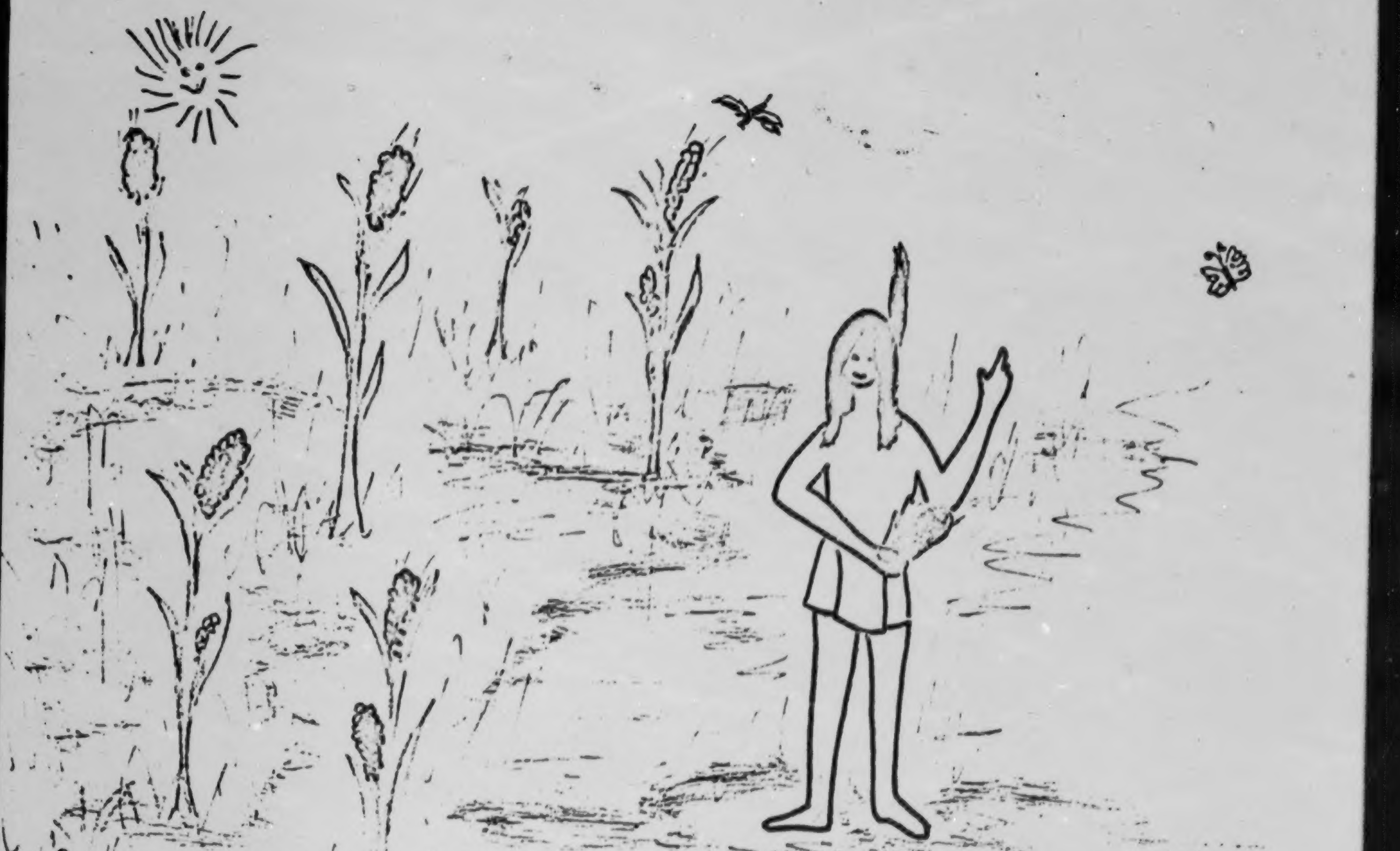
Para el Otoño Tuvieron cosecha e invitarón a sus amigos indios a una cena. Todos comieron pavos maiz y frutas. ¡Que rico!

De esta manera los **Peregrinos** dieron gracias a Dios y asi Damari su mamá su papá sus hermanos vivieron muy felices en America.



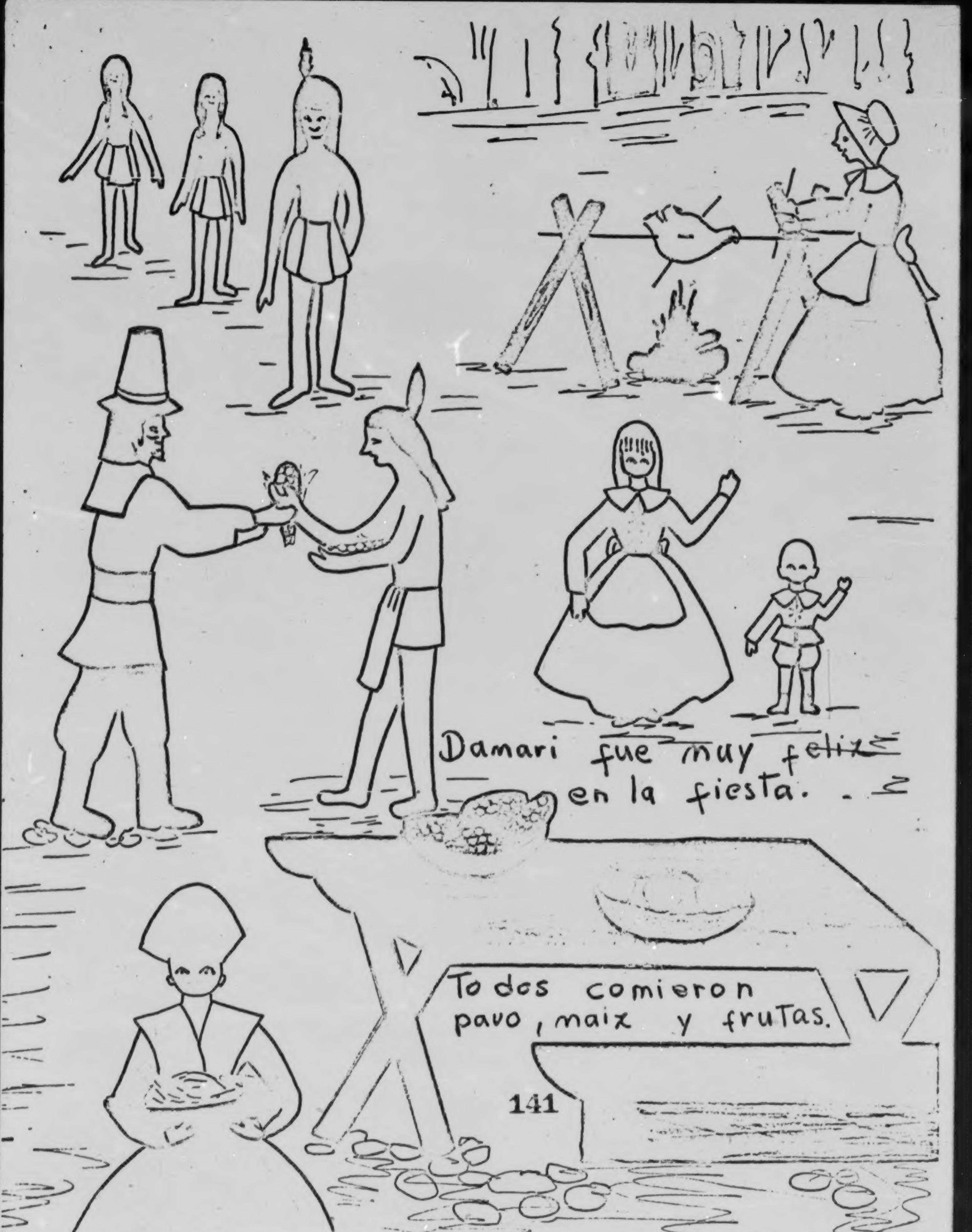
Los indios enseñaron a cultivar el maiz a sus nuevos amigos; los peregrinos.

En el campo habian muchos pavos.



Los indios enseñaron a cultivar el maiz a sus nuevos amigos; los peregrinos.

En el campo habian muchos pavos.



Damari fue muy feliz en la fiesta.

Todos comieron pavo, maiz y frutas.

November

Sun	Mon	Tue	Wed	Thu	Fri	Sat

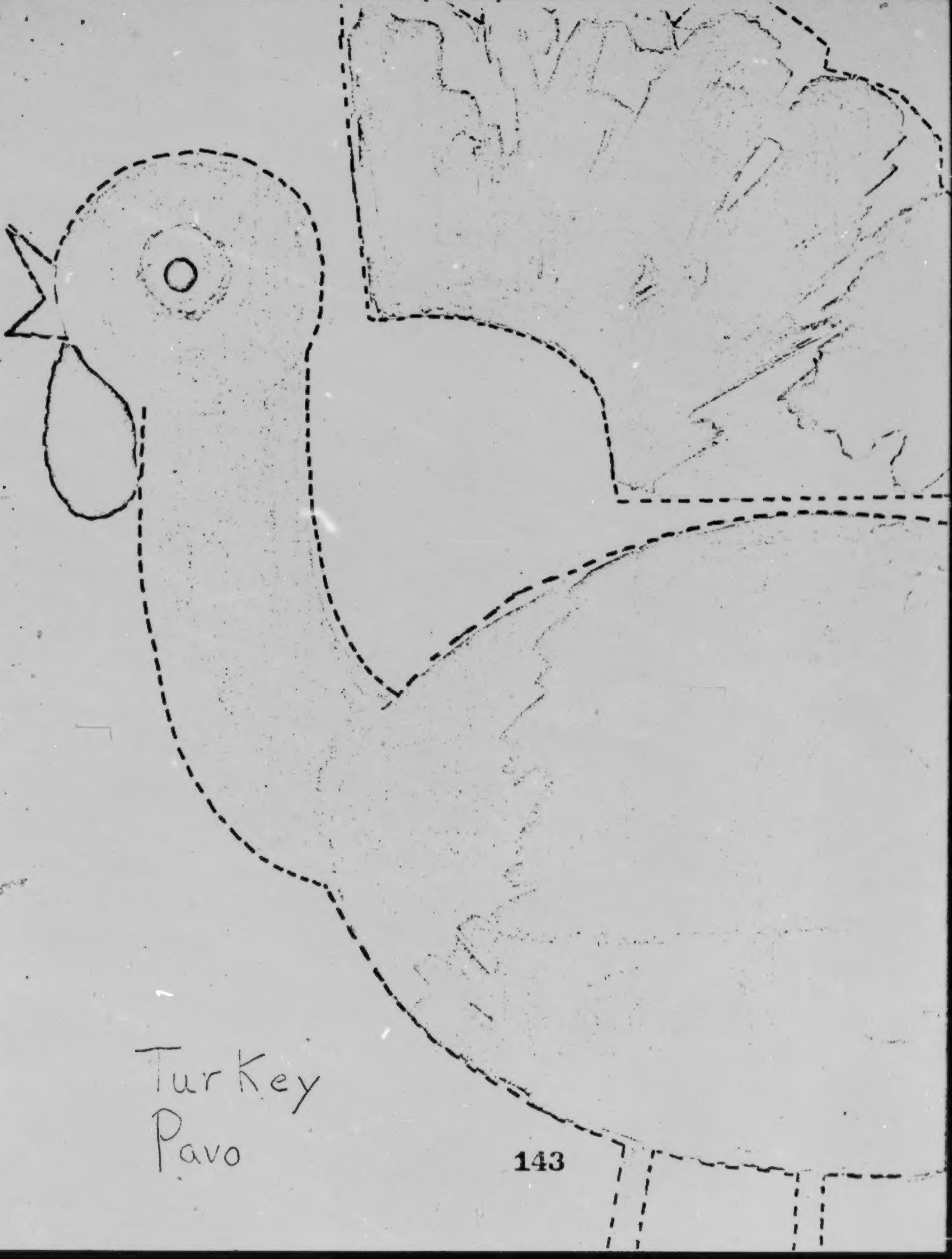
"Thanksgiving" quiere decir dar gracias a Dios.

Por eso todos recordamos el dia de "Thanksgiving en el cuarto jueves del mes de Noviembre como lo hicieron los Peregrinos.

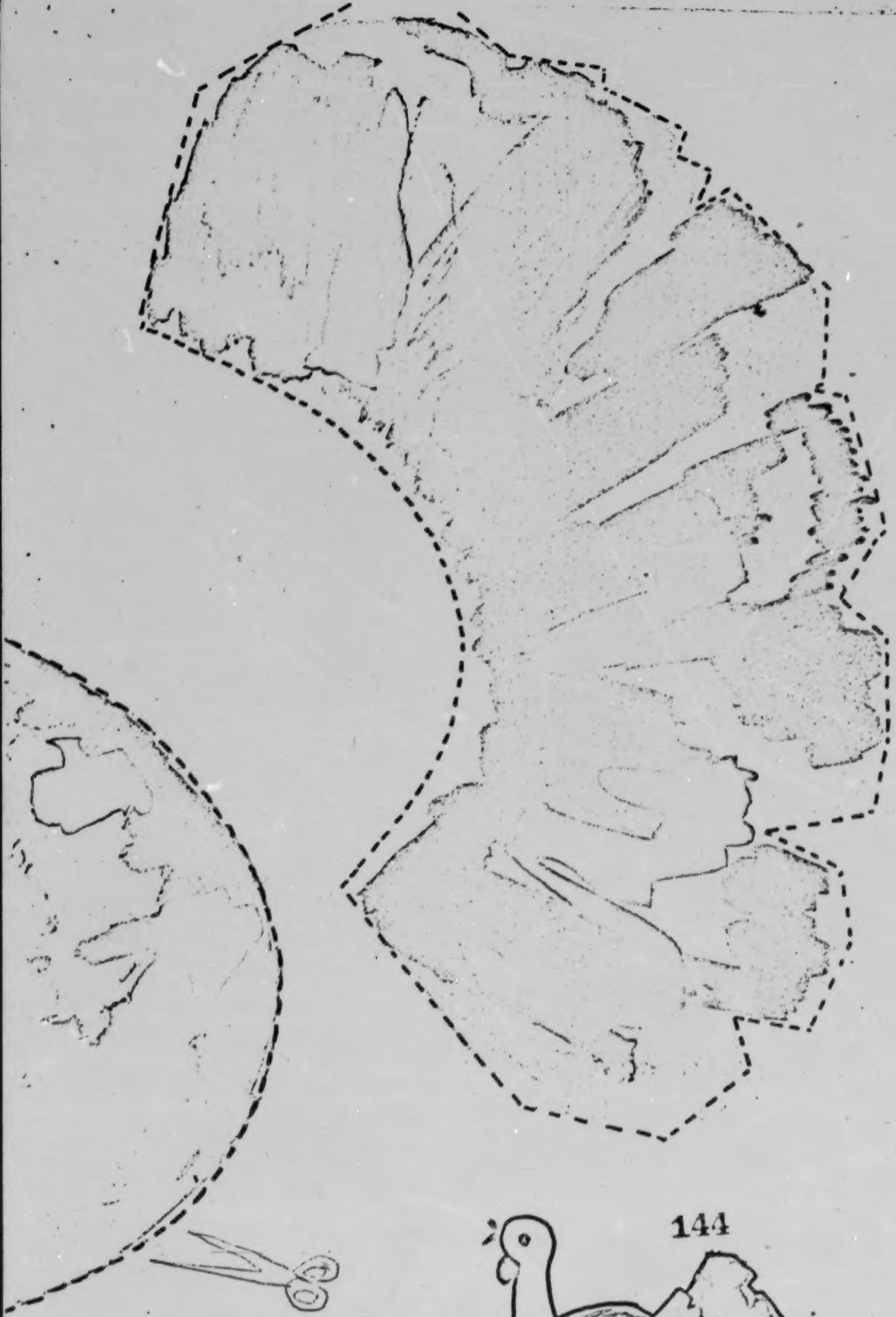
¡By frends ..... By Damari!

¡Adios amiguitos!

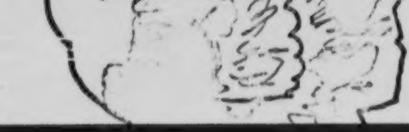
Adios Damari

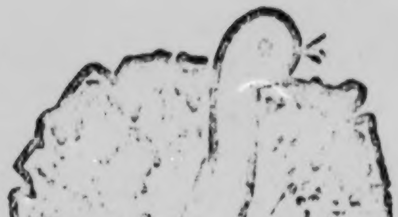


Turkey
Pavo

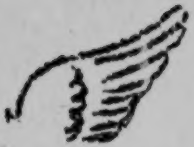


Cut

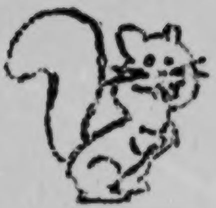




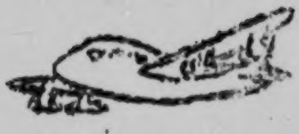
A a a



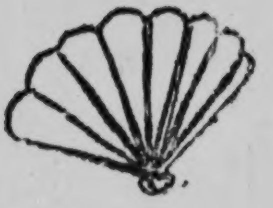
ala



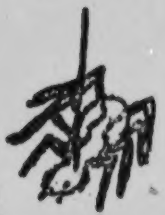
ardilla



avión

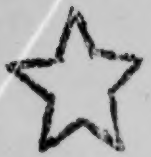


abanico

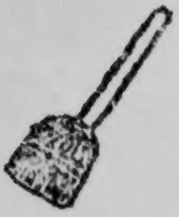


araña

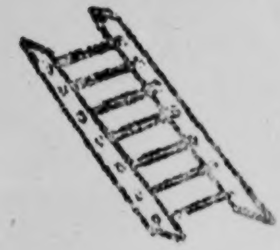
E e



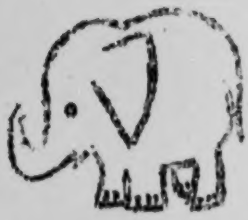
estrella



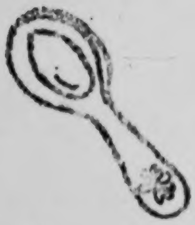
escoba



escalera

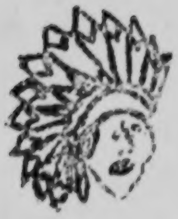


elefante

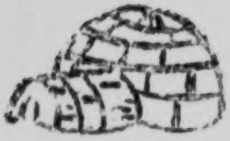


espejo

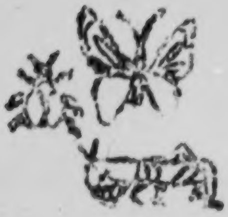
I i



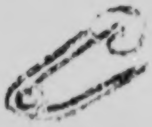
indio



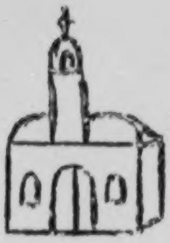
iglú



insectos

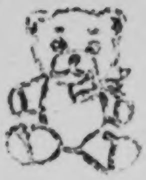


imperdible

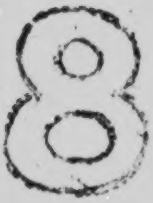


iglesia

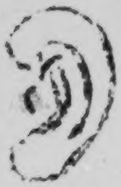
O o



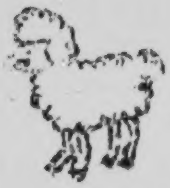
oso



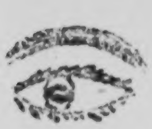
ocho



oído

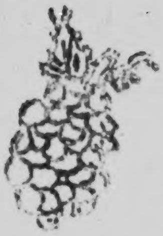


oveja

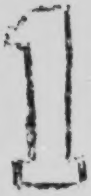


ojo

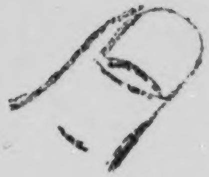
U u



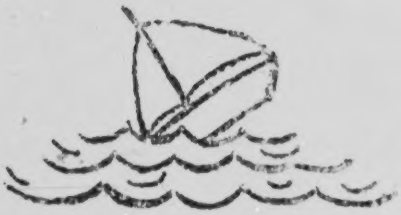
uvas



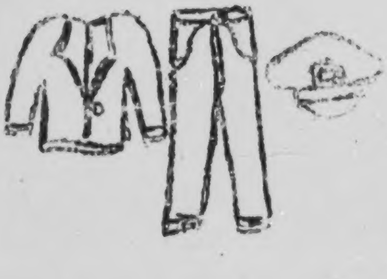
uno



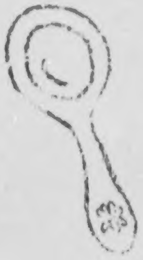
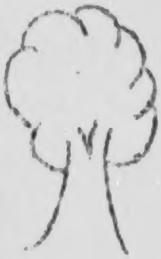
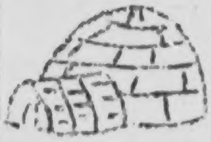
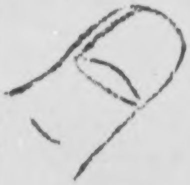
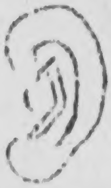
uña



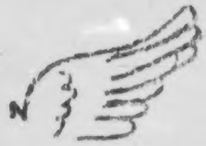
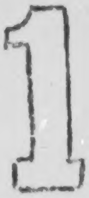
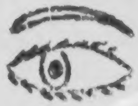
undir

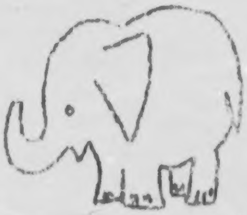
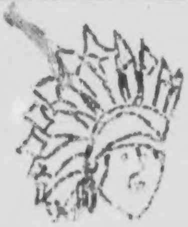
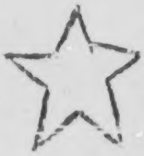


uniforme

 e espejo	 a árbol	 i iglú	 u uña	 o oído
A Ana	E Eva	I Iris	O Olga	U Ulises

Ee Uu Oo Aa Ii

<table>
<tr><td colspan="3"></td><td colspan="3"></td><td colspan="3"></td></tr>
<tr><td>o</td><td>a</td><td>i</td><td>a</td><td>e</td><td>u</td><td>o</td><td>e</td><td>i</td></tr>
</table>

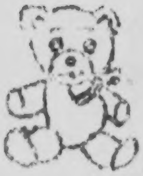
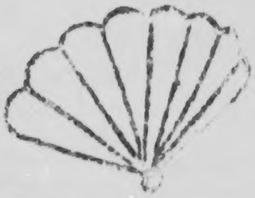
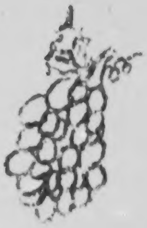
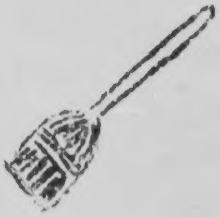
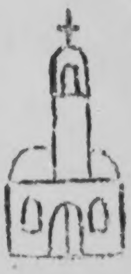
<table>
<tr><td colspan="3"></td><td colspan="3"></td><td colspan="3"></td></tr>
<tr><td>a</td><td>u</td><td>e</td><td>i</td><td>o</td><td>u</td><td>i</td><td>e</td><td>a</td></tr>
</table>

a i e

o u

A I U O E

o e a u i

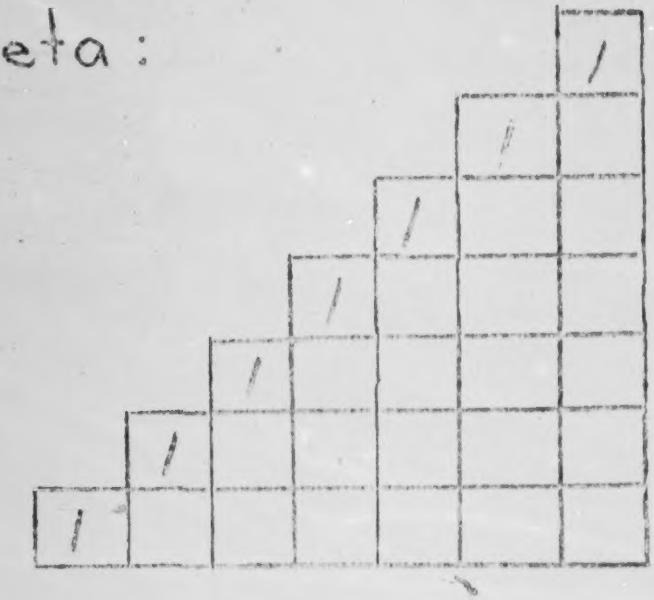






e o i u a

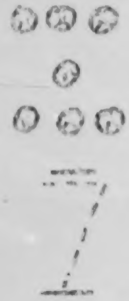
Nombre

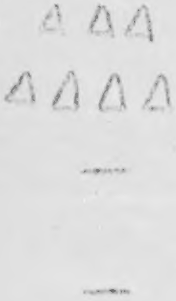
Matemáticas

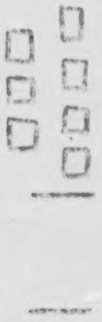
Completa:

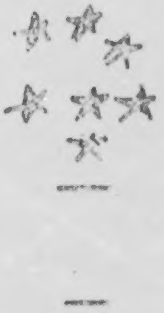


¿Cuántos hay?

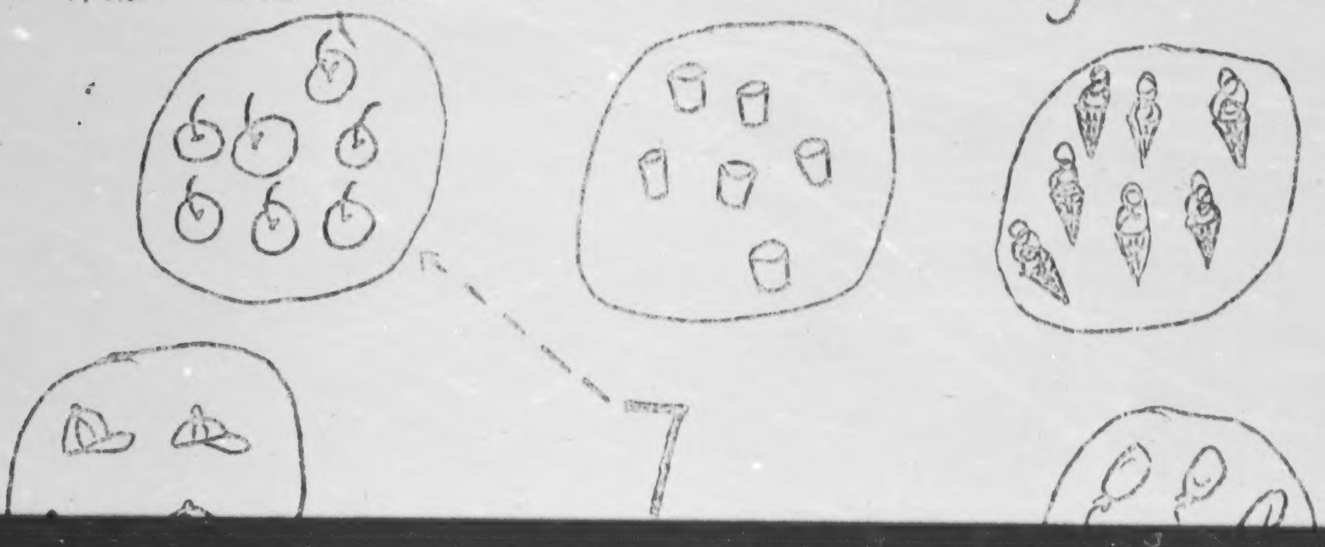






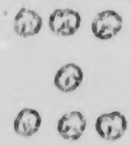


Traza una línea del numeral 7 al conjunto de siete

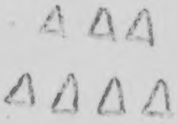


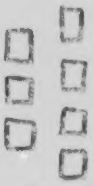
	1					
1						

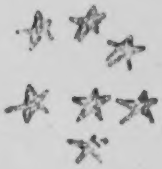
¿Cuántos hay?



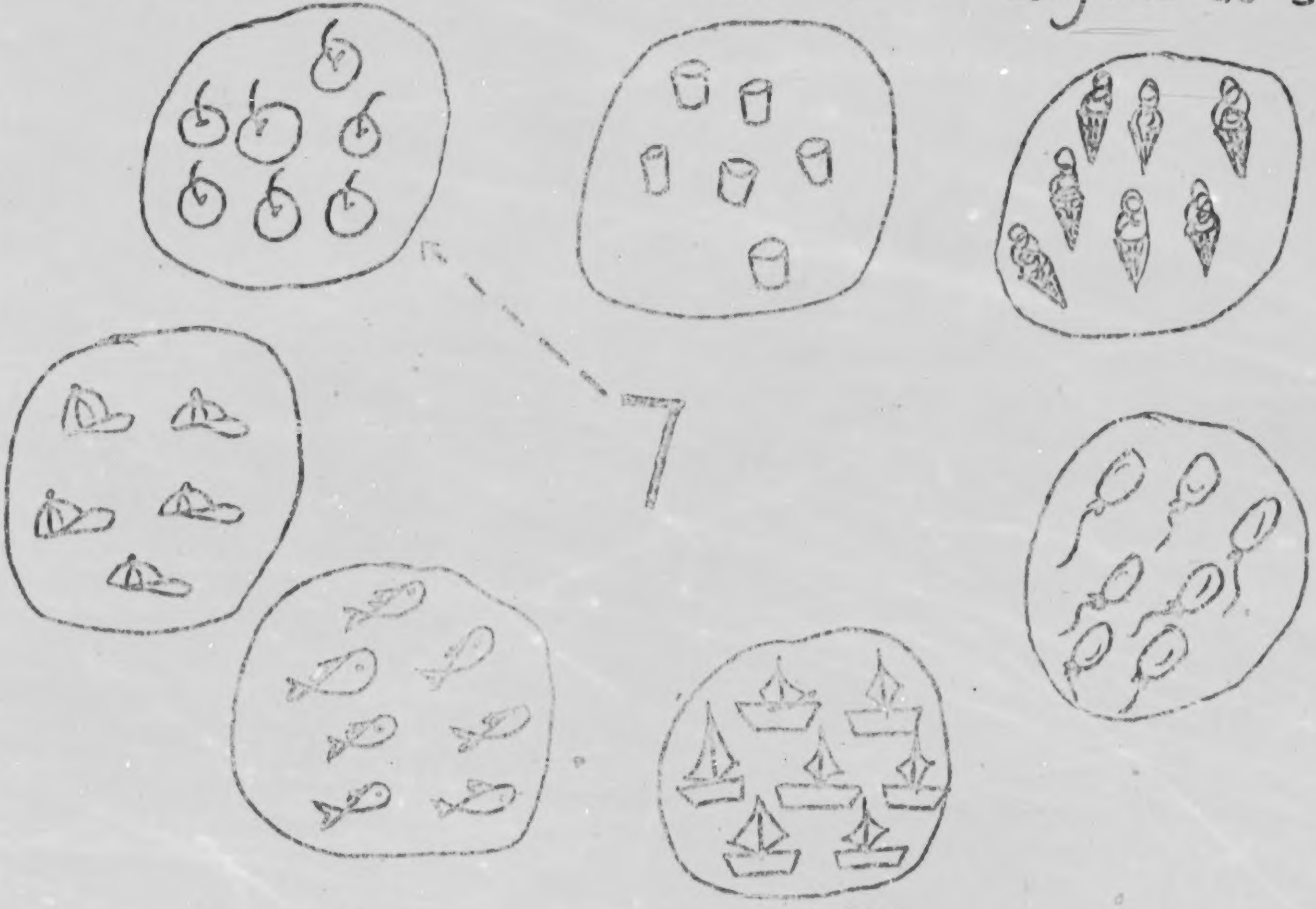
7







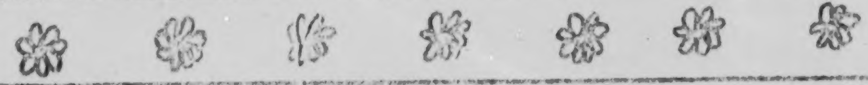
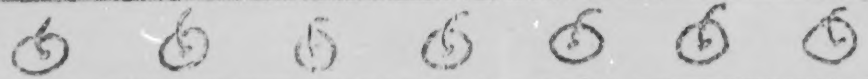
Traza una línea del numeral 7 al conjunto de siete



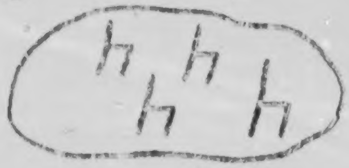
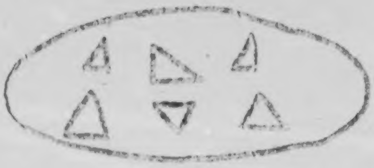
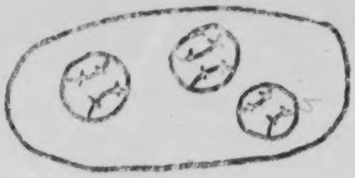
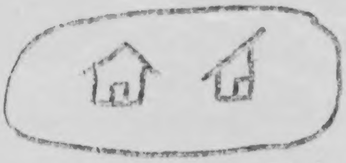
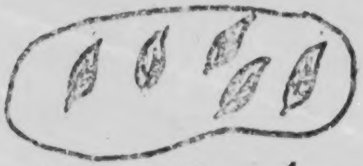
Nombre

Matemáticas

Haz un cerco a la cantidad de dibujos que indica el numeral de la izquierda.

4	○ ○ ○ ○ ○ ○
6	△ △ △ △ △ △ △
3	☆ ☆ ☆ ☆ ☆
7	
5	

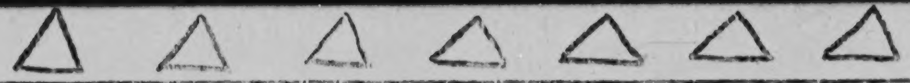
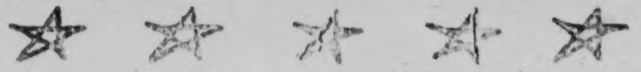
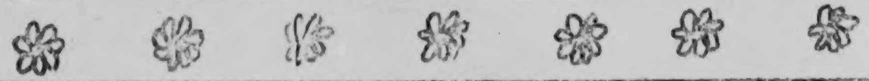
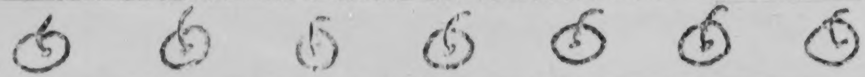
Haz un cerco al numeral que indica los objetos que hay en el conjunto.

 4 5 6	 5 6 7	 3 4 5
 5 6 7	 2 3 4	 4 5 6

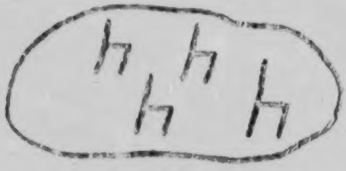
Completa:

1 ___ ___ 4 5 6 7

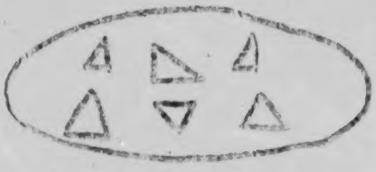
2 3 6 7

6	
3	
7	
5	

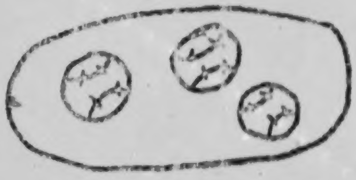
Haz un cerco al numeral que indica los objetos que hay en el conjunto.



4 5 6

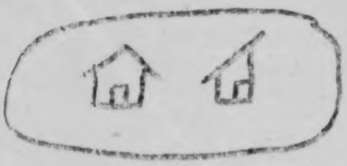


5 6 7

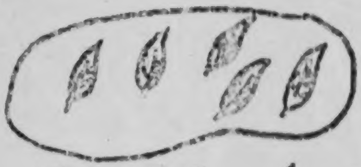


3 4 5

5 6 7



2 3 4



4 5 6

Completa:

1 ___ ___ 4 5 6 7

___ 2 3 ___ ___ 6 7

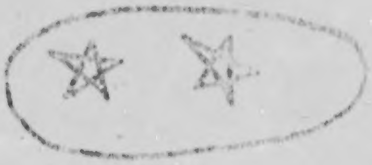
1 2 3 ___ ___ ___ 7

1 ___ 3 ___ 5 ___ ___

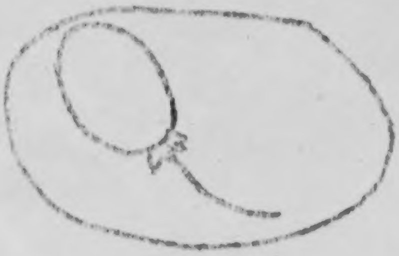
___ ___ ___ ___ ___ ___ ___

Name

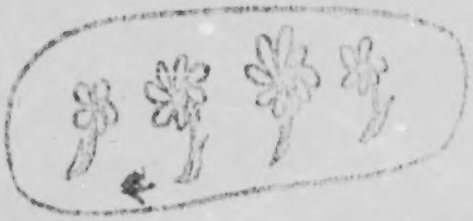
Date



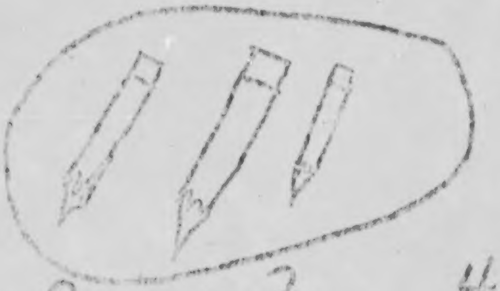
1 2 3



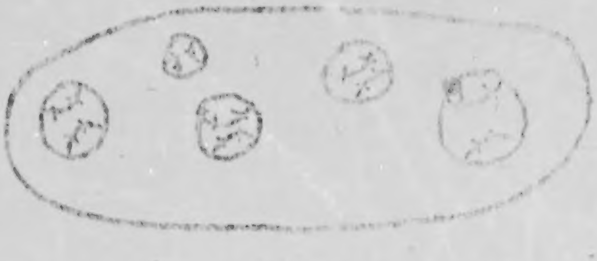
1 2 3



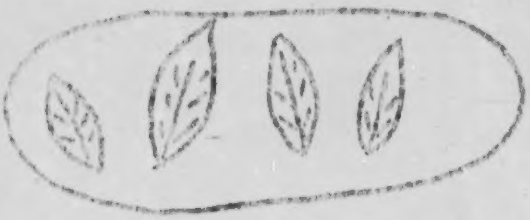
2 3 4



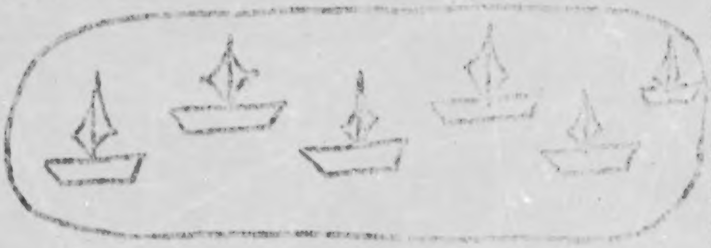
2 3 4



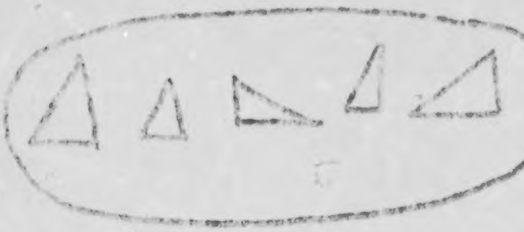
3 4 5



3 4 5

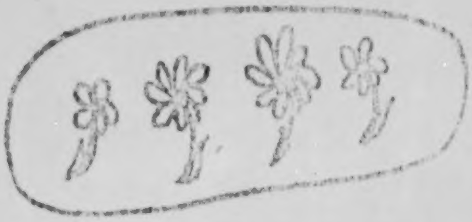


4 5 6

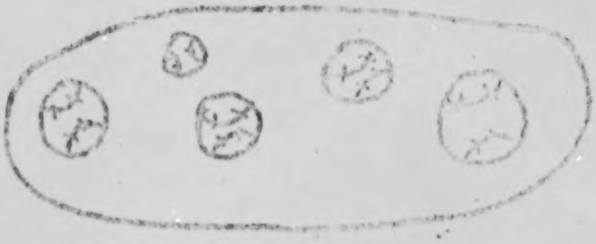


4 5 6

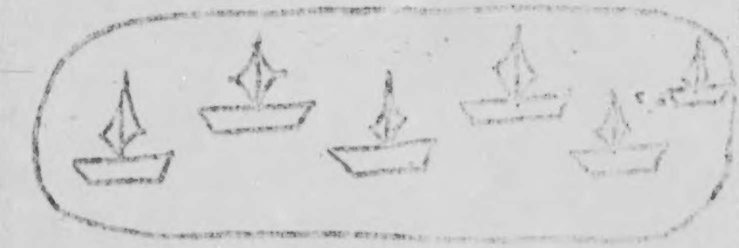
1 2 3



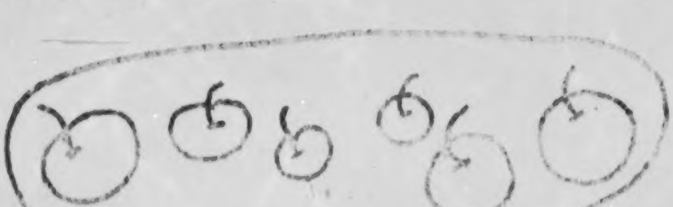
2 3 4



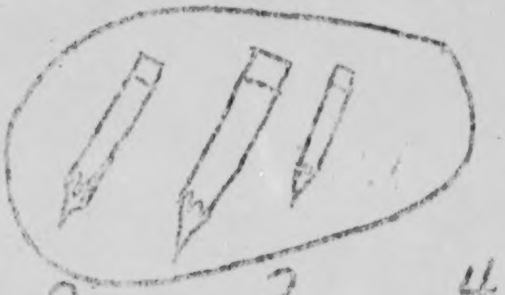
3 4 5



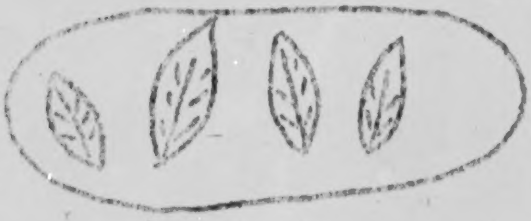
4 5 6



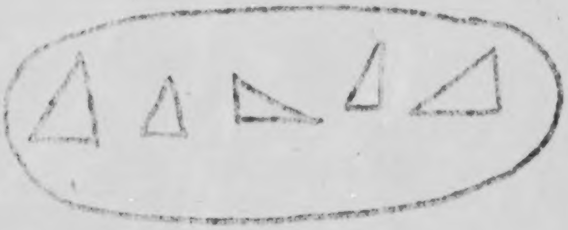
1 2 3



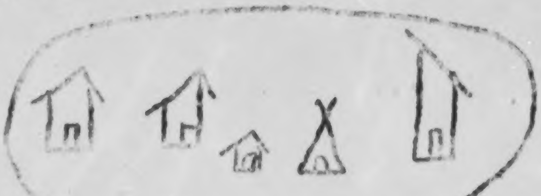
2 3 4



3 4 5

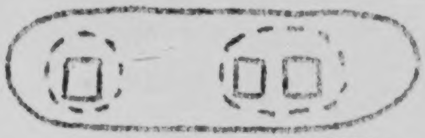


4 5 6



Name ______________________________

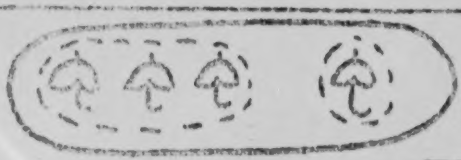
Date ______________________________



1 + 2 = □

1 + □ = 3

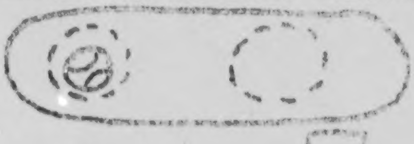
□ + 2 = 3



3 + 1 = □

3 + □ = 4

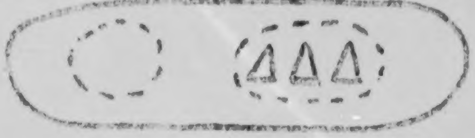
□ + 1 = 4



1 + 0 = □

1 + □ = 1

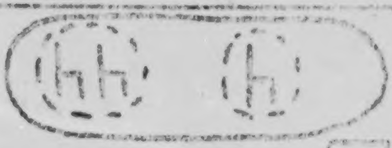
□ + 0 = 1



0 + 3 = □

0 + □ = 3

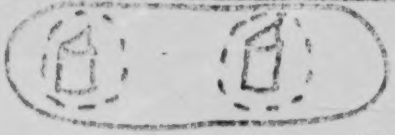
□ + 3 = 3



2 + 1 = □

2 + □ = 3

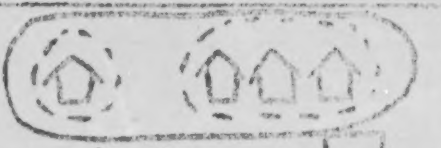
□ + 1 = 3



1 + 1 = □

1 + □ = 2

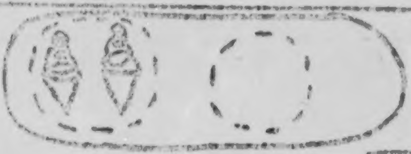
□ + 1 = 2



1 + 3 = □

1 + □ = 4

□ + 3 = 4



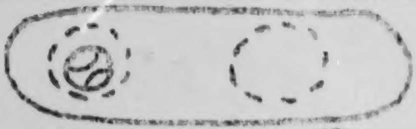
2 + 0 = □

2 + □ = 2

□ + 0 = 2

$1 + \square = 3$

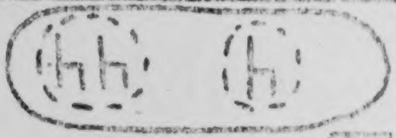
$\square + 2 = 3$



$1 + 0 = \square$

$1 + \square = 1$

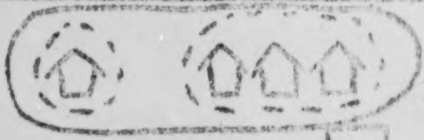
$\square + 0 = 1$



$2 + 1 = \square$

$2 + \square = 3$

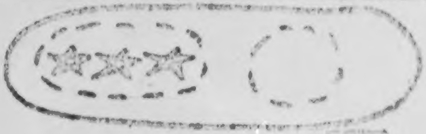
$\square + 1 = 3$



$1 + 3 = \square$

$1 + \square = 4$

$\square + 3 = 4$



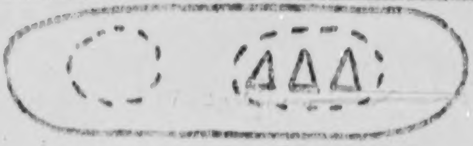
$3 + 0 = \square$

$3 + \square = 3$

$\square + 0 = 3$

$3 + \square = 4$

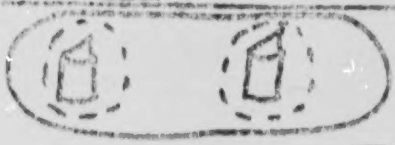
$\square + 1 = 4$



$0 + 3 = \square$

$0 + \square = 3$

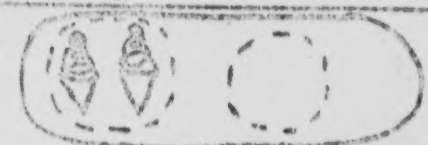
$\square + 3 = 3$



$1 + 1 = \square$

$1 + \square = 2$

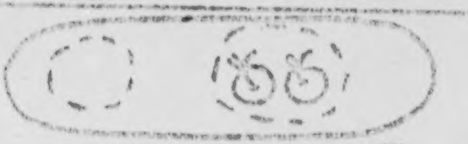
$\square + 1 = 2$



$2 + 0 = \square$

$2 + \square = 2$

$\square + 0 = 2$



$0 + 2 = \square$

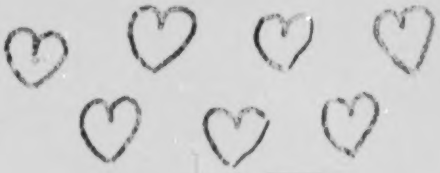
$0 + \square = 2$

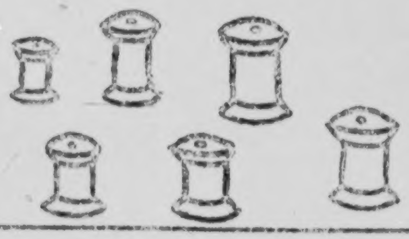
$\square + 2 = 2$

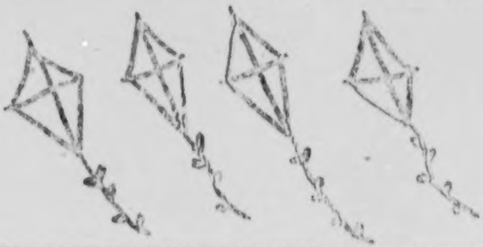
Nombre :

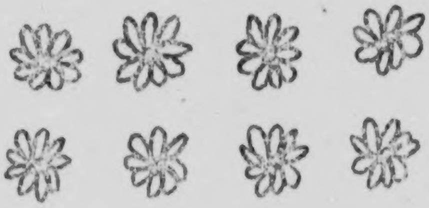
Mathematics: Homework :

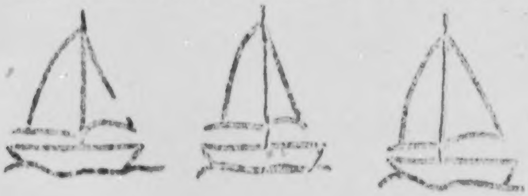
How many?

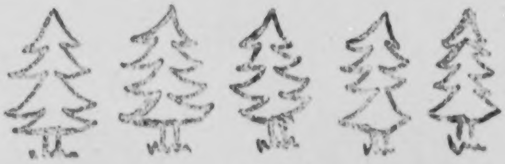


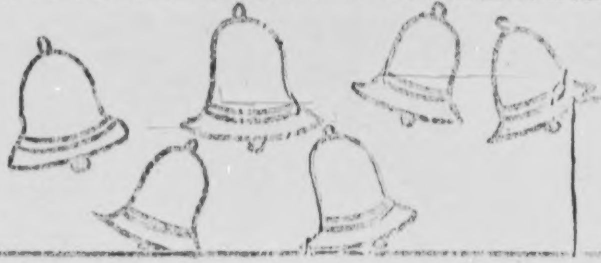


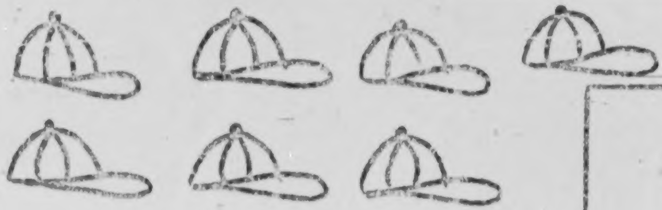


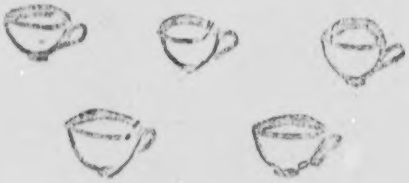


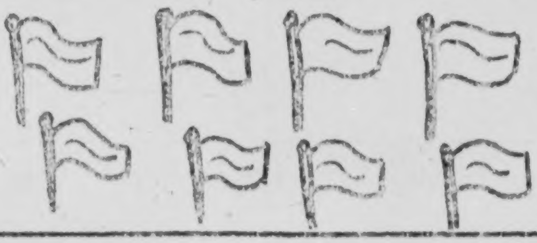






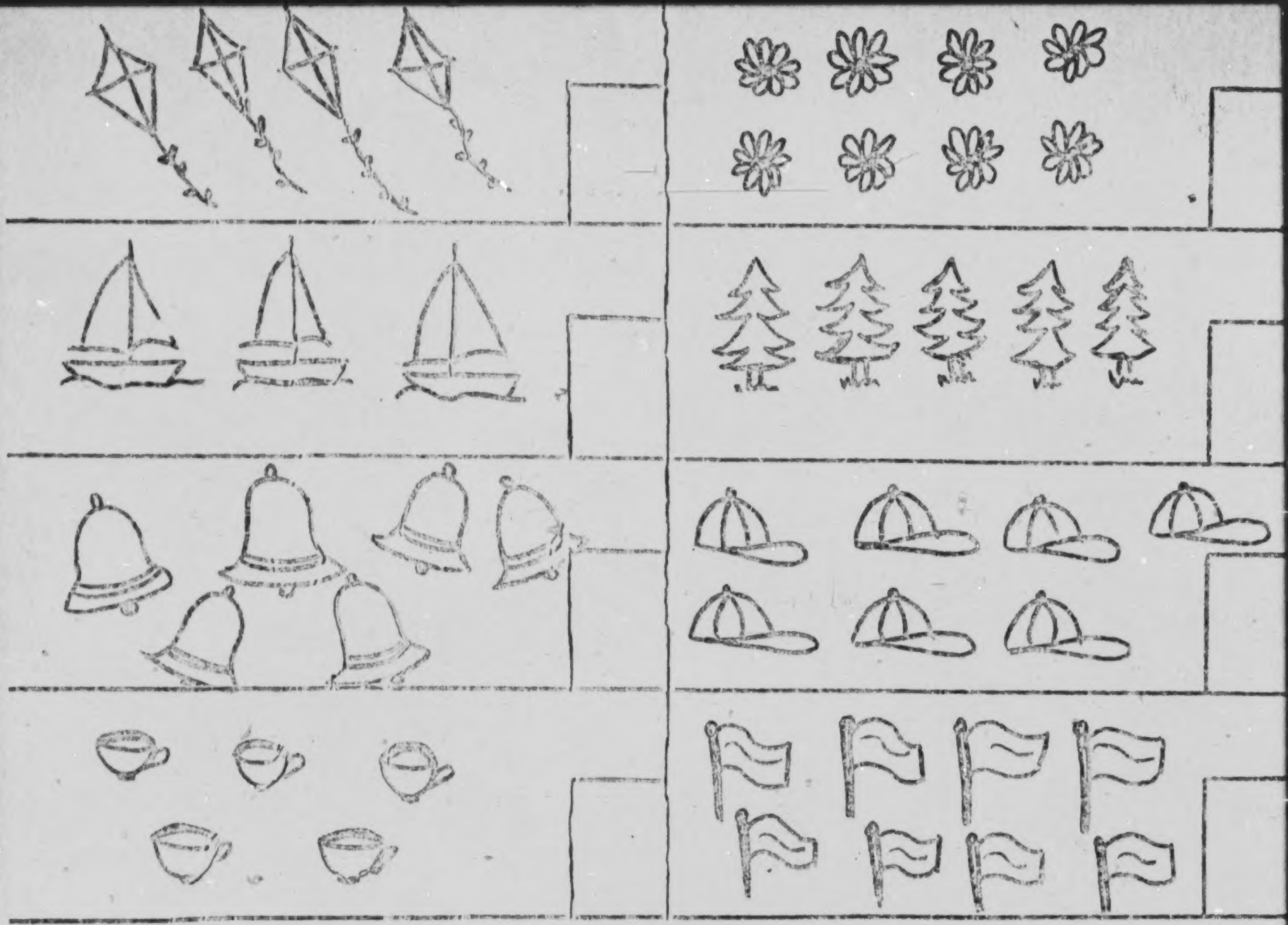






Writing Numbers, 1 to 8

1 __ __ 4 __ __ 7 __



Writing Numbers, 1 to 8

1 ___ ___ 4 ___ ___ 7 ___

___ 2 3 ___ ___ ___ ___ 8

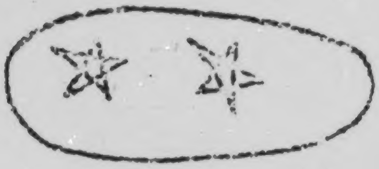
___ ___ ___ 4 5 6 ___ ___

___ ___ 3 ___ ___ ___ 7 8

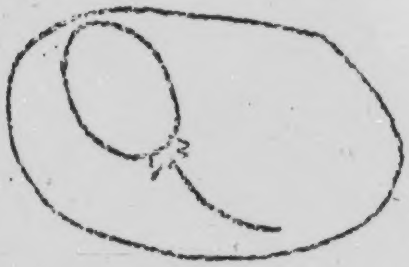
___ ___ ___ ___ ___ ___ ___ ___

Name

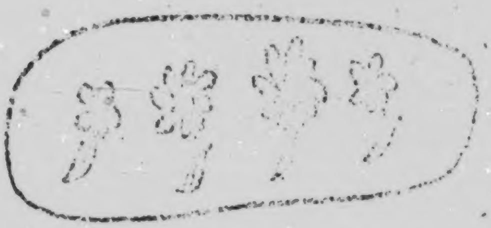
Date



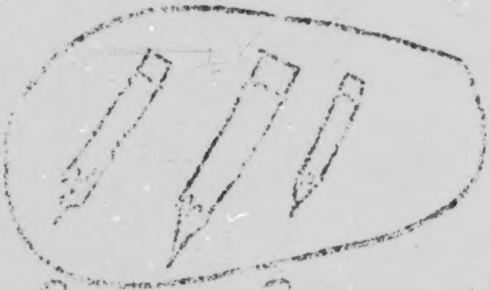
1 2 3



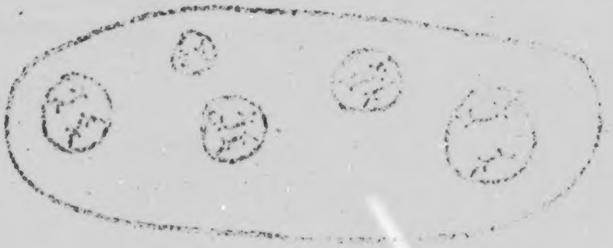
1 2 3



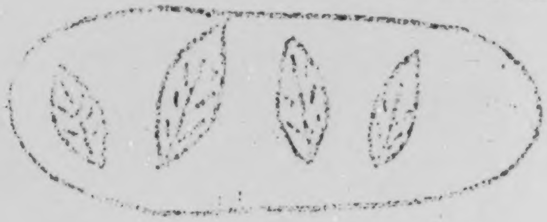
2 3 4



2 3 4

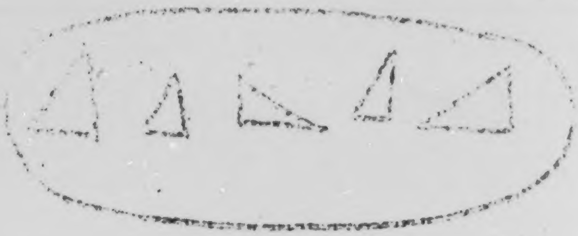


3 4 5



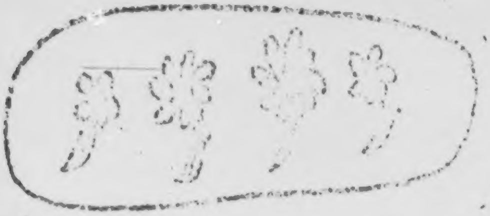
3 4 5

4 5 6

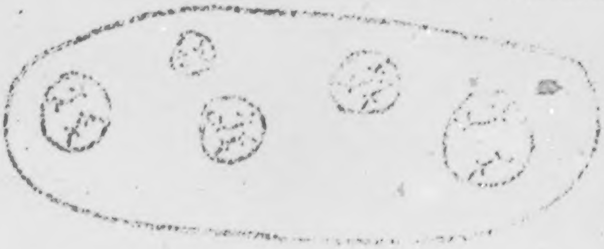


4 5 6

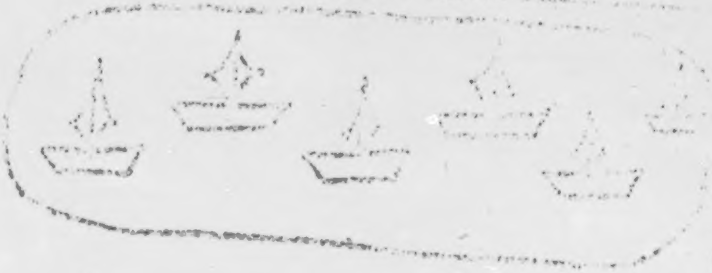
1 2 3



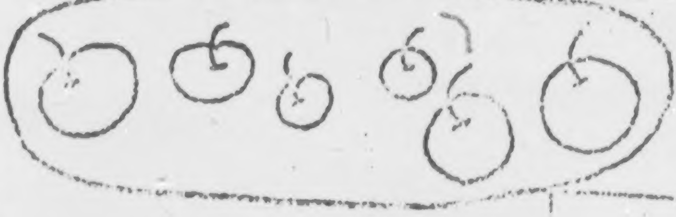
2 3 4



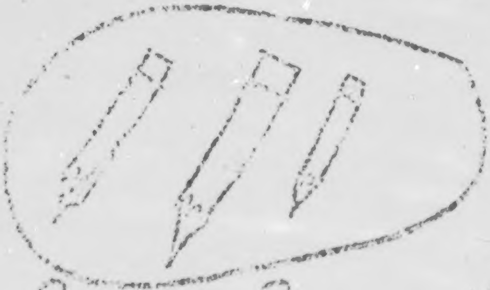
3 4 5



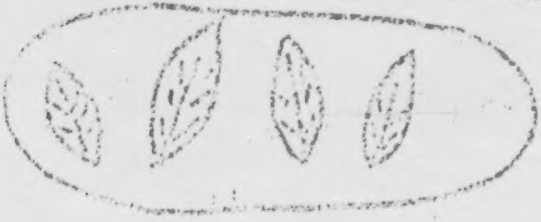
4 5 6



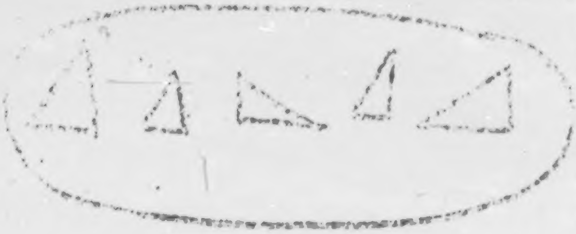
1 2 3



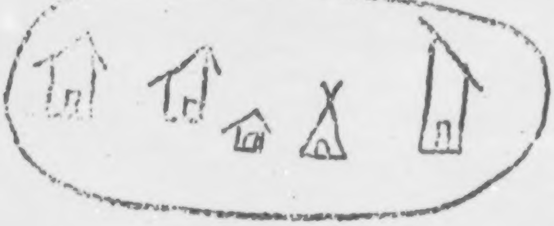
2 3 4



3 4 5

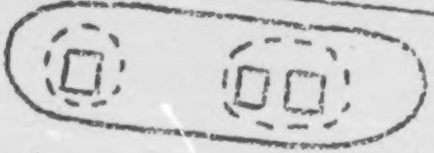


4 5 6



Name

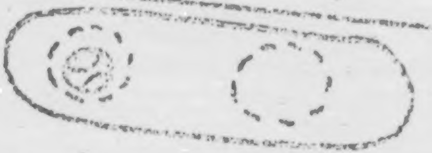
Date



1 + 2 = ☐

1 + ☐ = 3

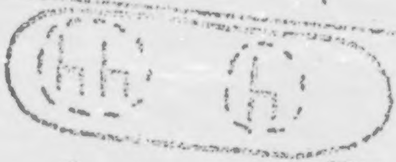
☐ + 2 = 3



1 + 0 = ☐

1 + ☐ = 1

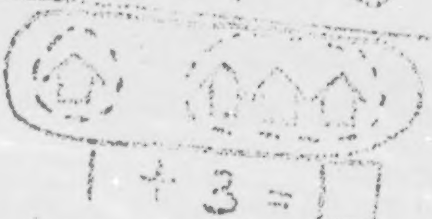
☐ + 0 = 1



2 + 1 = ☐

2 + ☐ = 3

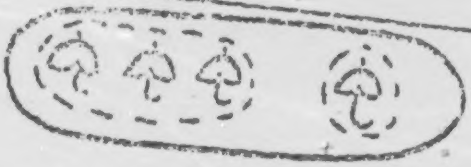
☐ + 1 = 3



1 + 3 = ☐

1 + ☐ = 4

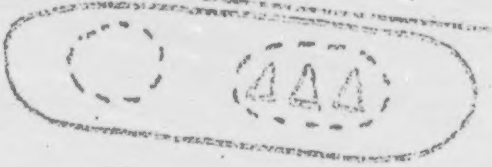
☐ + 3 = 4



3 + 1 = ☐

3 + ☐ = 4

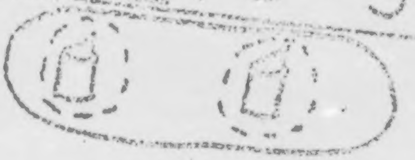
☐ + 1 = 4



0 + 3 = ☐

0 + ☐ = 3

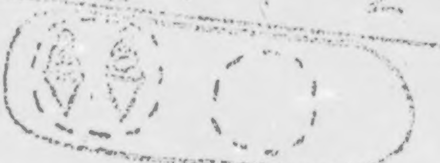
☐ + 3 = 3



1 + 1 = ☐

1 + ☐ = 2

☐ + 1 = 2

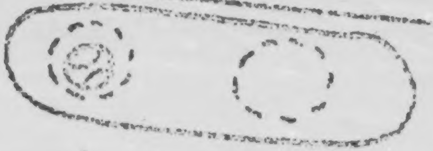


2 + 0 = ☐

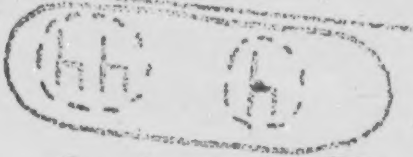
2 + ☐ = 2

☐

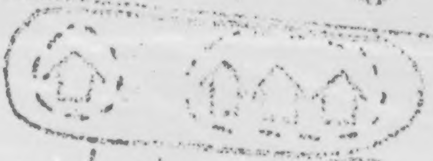
□ + 2 = 3



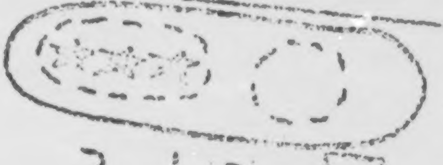
1 + 0 = □
1 + □ = 1
□ + 0 = 1



2 + 1 = □
2 + □ = 3
□ + 1 = 3

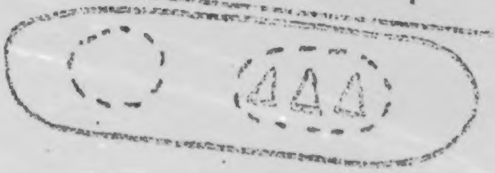


1 + 3 = □
1 + □ = 4
□ + 3 = 4

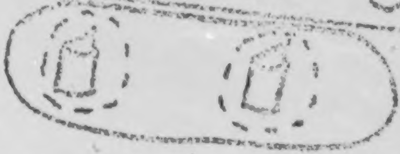


3 + 0 = □
3 + □ = 3
□ + 0 = 3

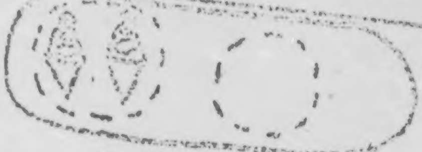
3 + □ = 4
□ + 1 = 4



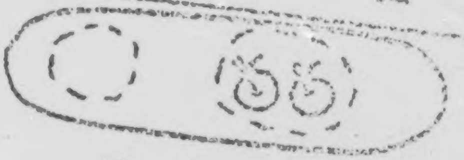
0 + 3 = □
0 + □ = 3
□ + 3 = 3



1 + 1 = □
1 + □ = 2
□ + 1 = 2

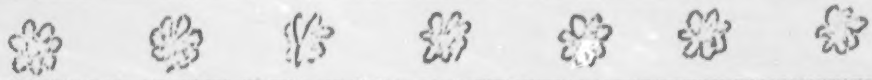
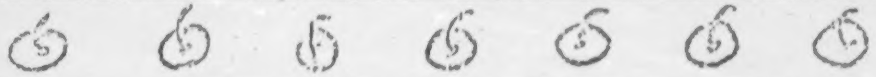


2 + 0 = □
2 + □ = 2
□ + 0 = 2

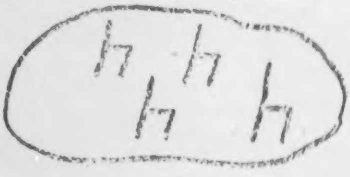
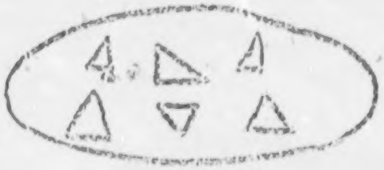
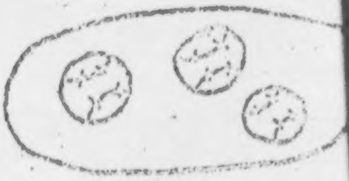
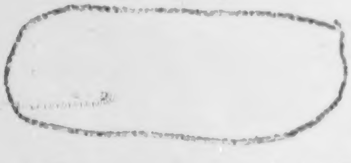
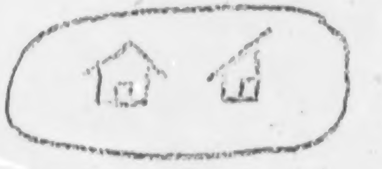
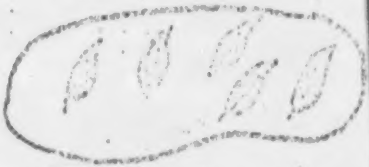


0 + 2 = □
0 + □ = 2
□ + 2 = 2

Haz un cerco a la cantidad de dibujos que indica el numeral de la izquierda.

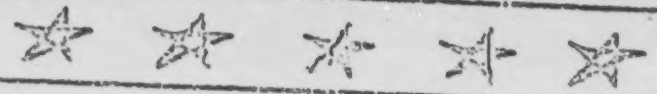
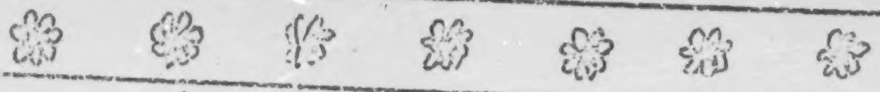
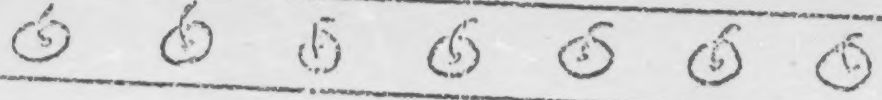
4	○ ○ ○ ○ ○ ○
6	△ △ △ △ △ △ △
3	☆ ☆ ☆ ☆ ☆
7	
5	

Haz un cerco al numeral que indica los objetos que hay en el conjunto.

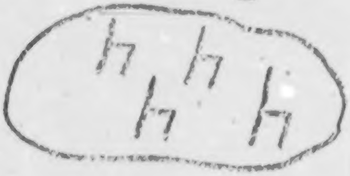
 4 5 6	 5 6 7	 3 4 5
 5 6 7	 2 3 4	 4 5 6

Completa:

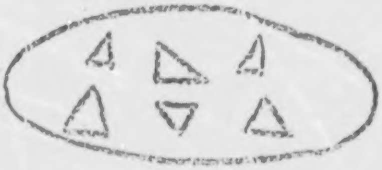
1 ___ ___ 4 5 6 7

3	
7	
5	

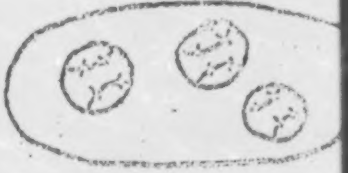
Haz un cerco al numeral que indica los objetos que hay en el conjunto.



4 5 6

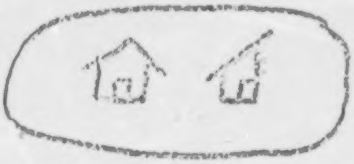


5 6 7

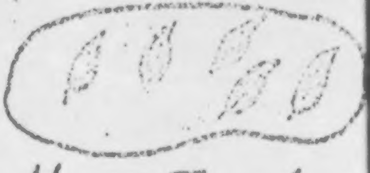


3 4 5

5 6 7



2 3 4



4 5 6

Completa:

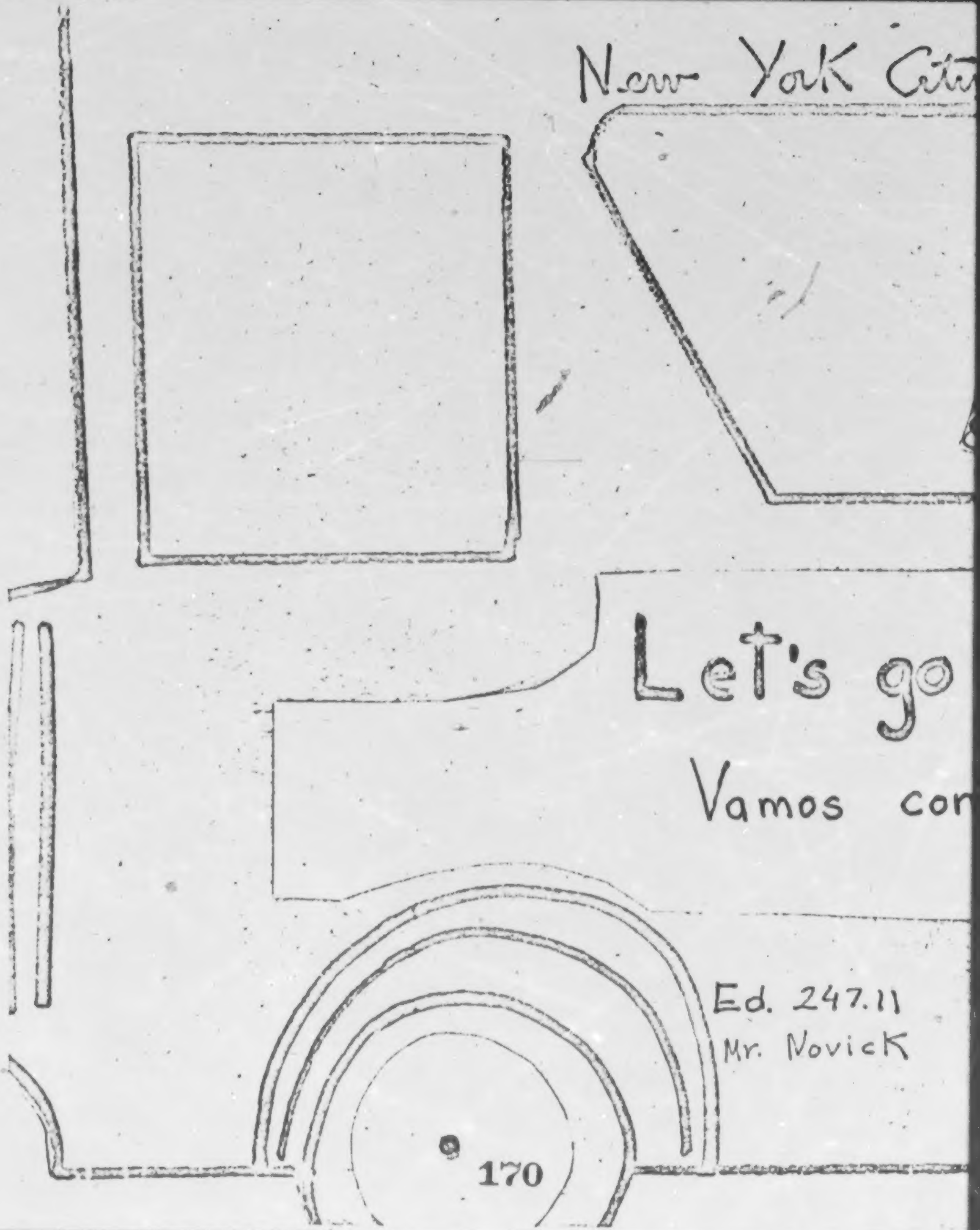
1 ___ ___ 4 5 6 7

___ 2 3 ___ ___ 6 7

1 2 3 ___ ___ ___ 7

1 ___ 3 ___ 5 ___ ___

___ ___ ___ ___ ___ ___ ___


New York Cit
Let's go
Vamos co
Ed. 247.11
Mr. Novick

ew YorK City Transit

Let's go with Maria

Vamos con Maria

Delia LocKett

J. Zamallea

Ed. 247.11

Mr. NovicK

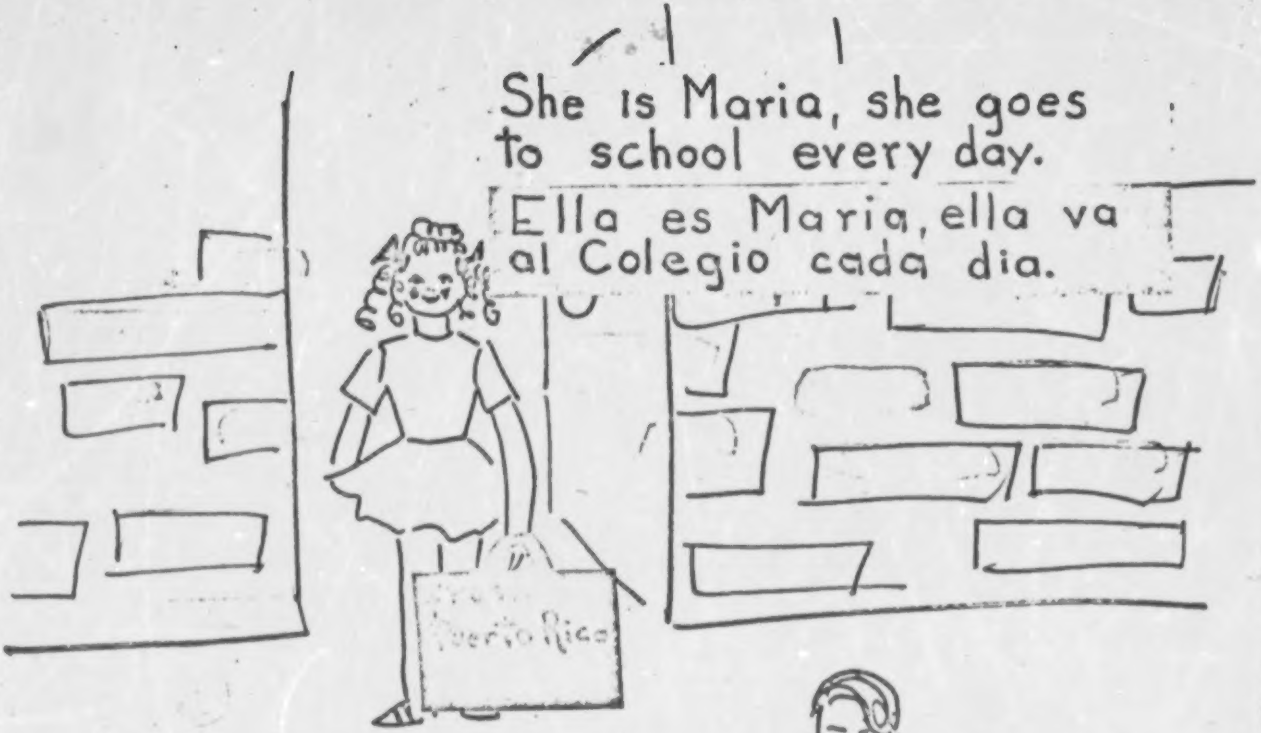
Let's go with Maria

Vamos con Maria

Delia Lockett
Janett Zamalloa

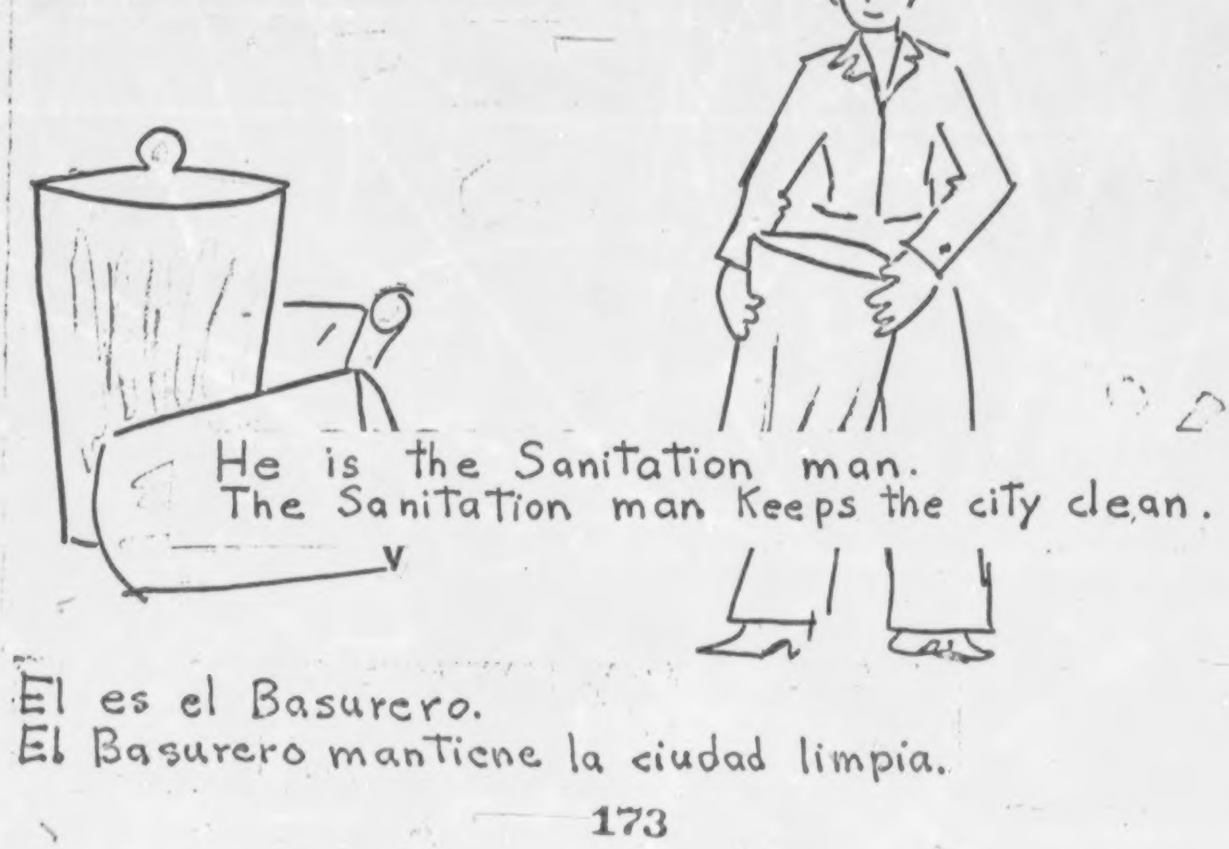
Ed. 247.11
Mr. Novick

open →



She is Maria, she goes
to school every day.

Ella es Maria, ella va
al Colegio cada dia.

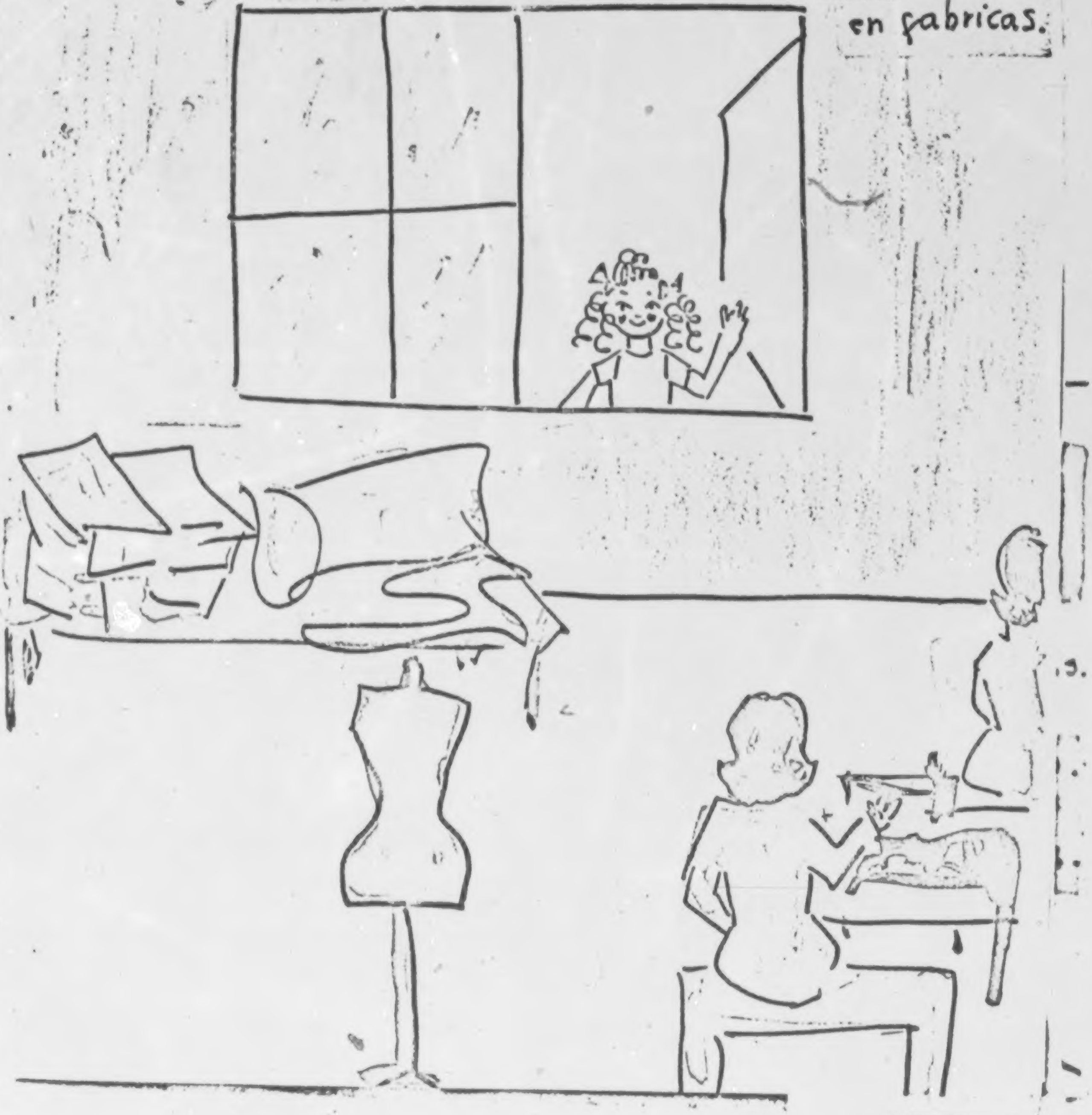


He is the Sanitation man.
The Sanitation man Keeps the city clean.

El es el Basurero.
El Basurero mantiene la ciudad limpia.

Maria's mother is a dressmaker.
Dressmakers make dresses, they work at factories.

La madre de María es costurera.
Las costureras hacen vestidos, ellas trabajan en fabricas.

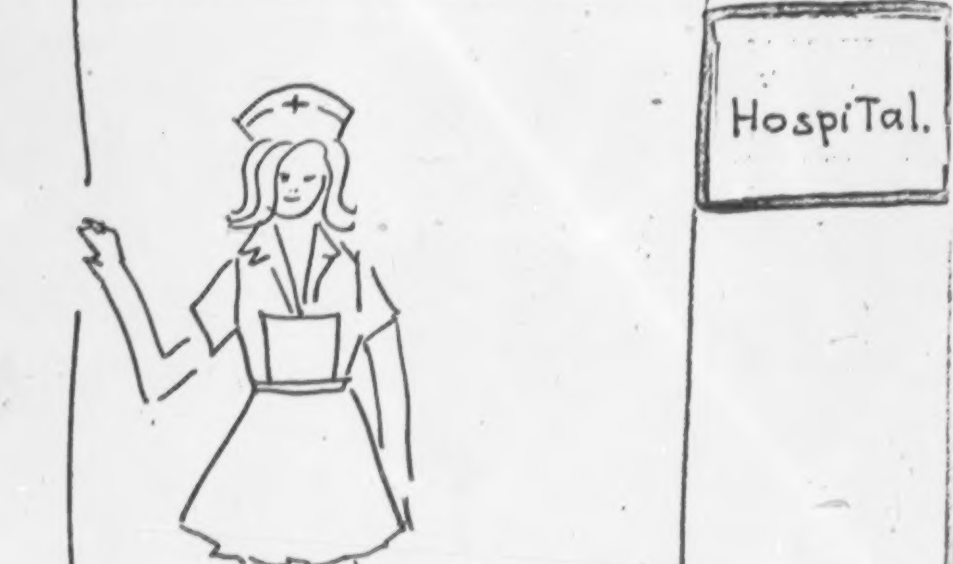


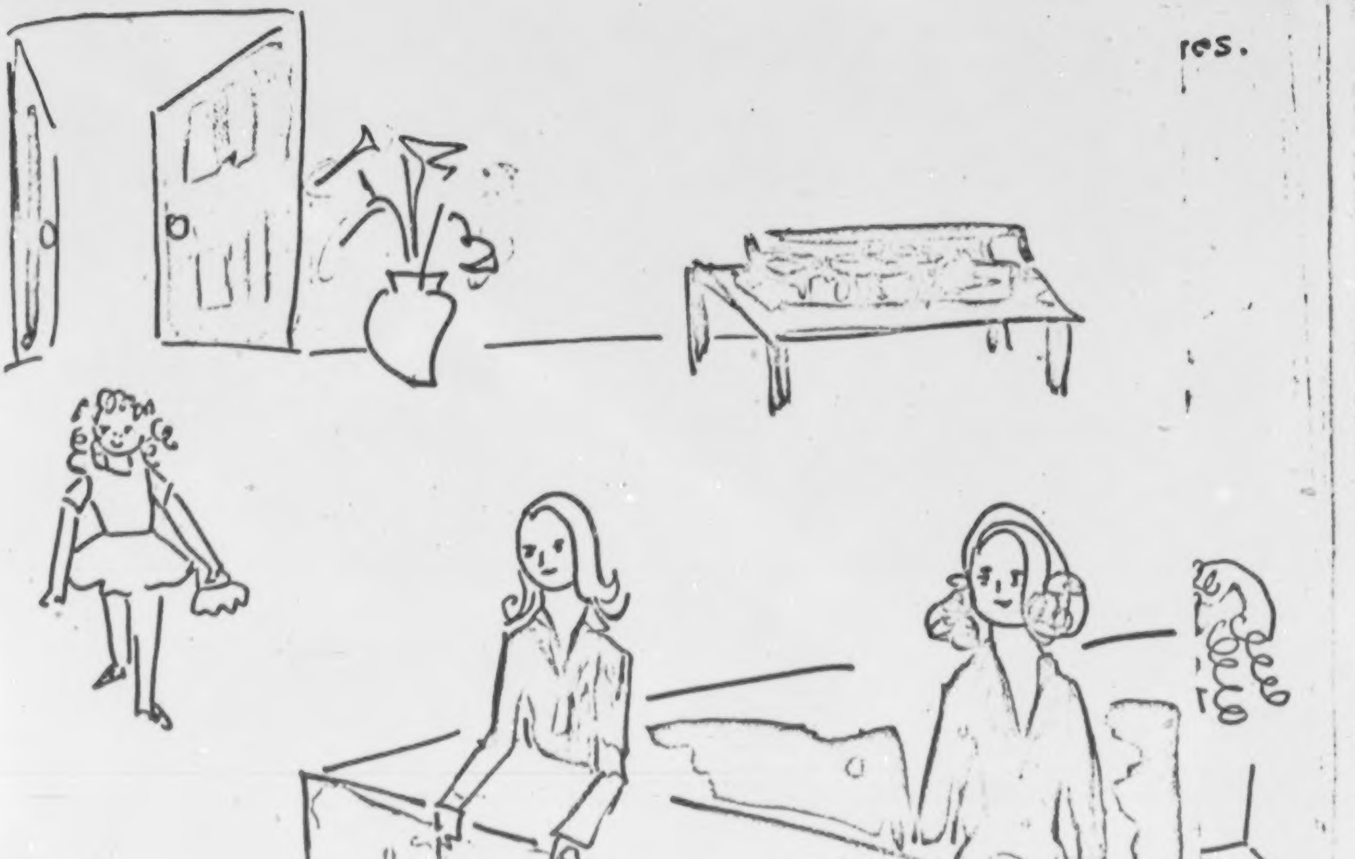
atories.

trabajan
en fabricas.

Her sister is a nurse.
Nurses help doctors at the Hospital.

Su hermana es enfermera.
Enfermeras ayudan a los doctores en el

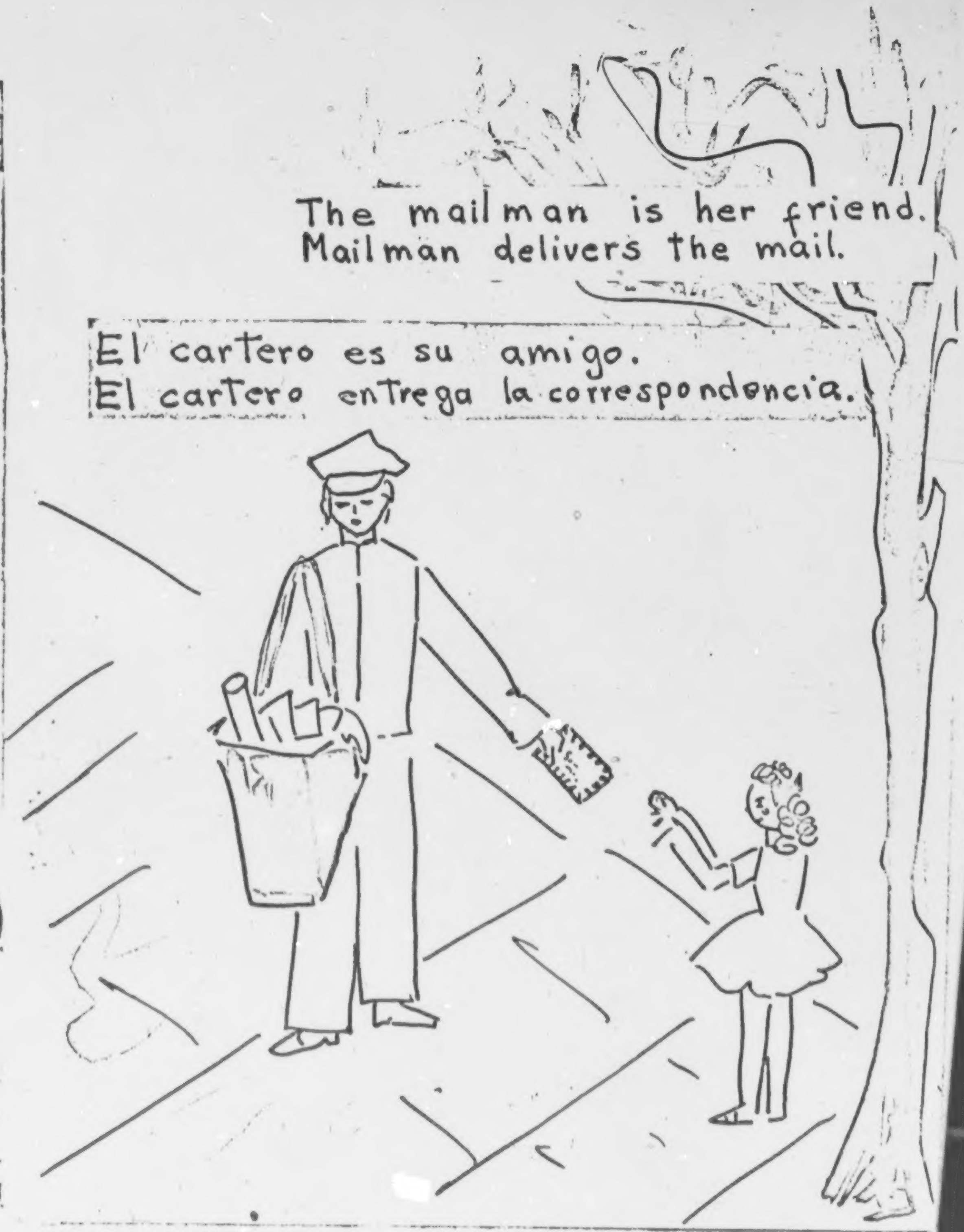




María saves her money at the Bank.
Tellers work at the Bank, they pay the checks.

María guarda su dinero en el Banco.
Los pagadores Trabajan en el Banco, ellos pogan cheques.

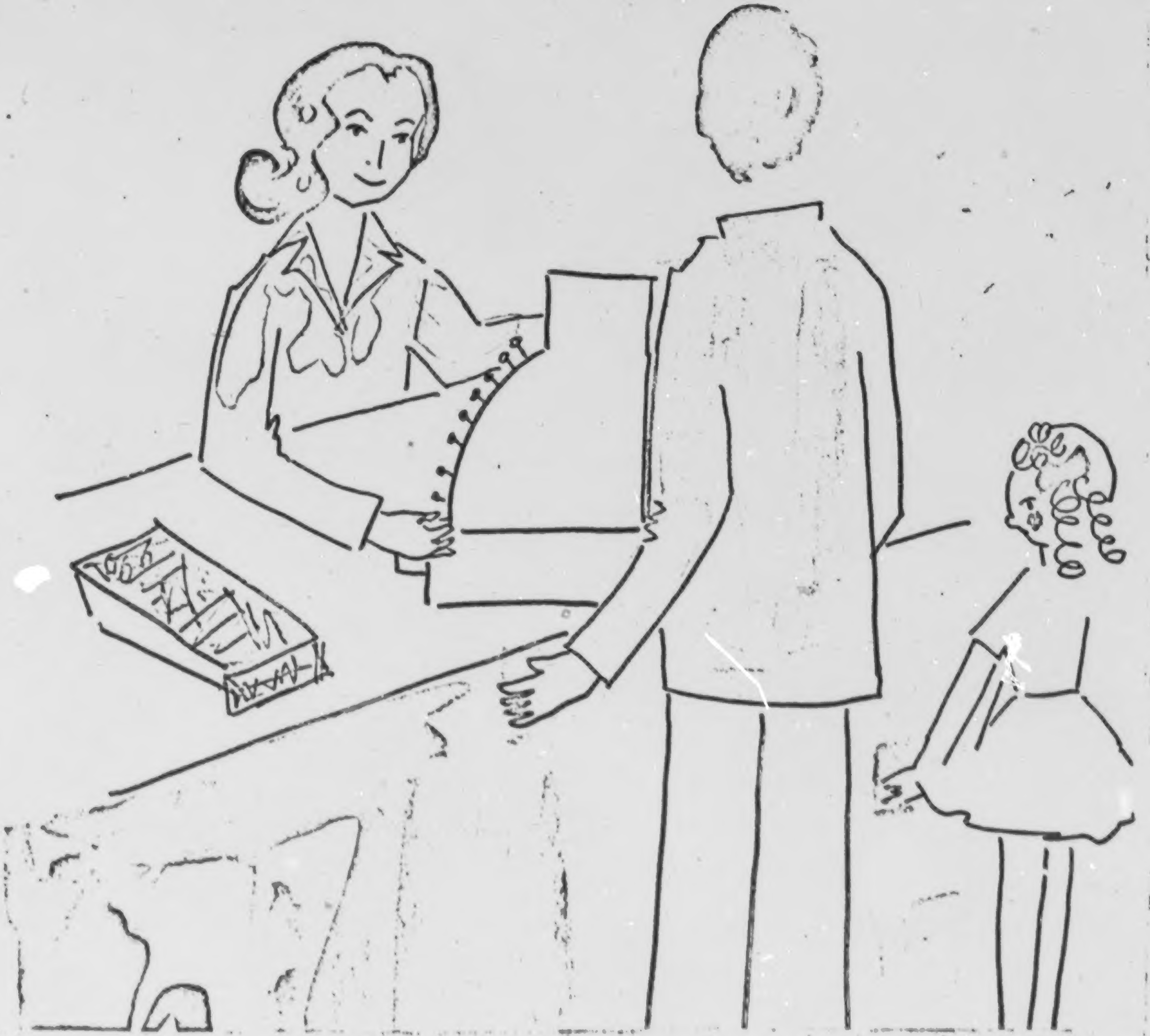
Sc
Er



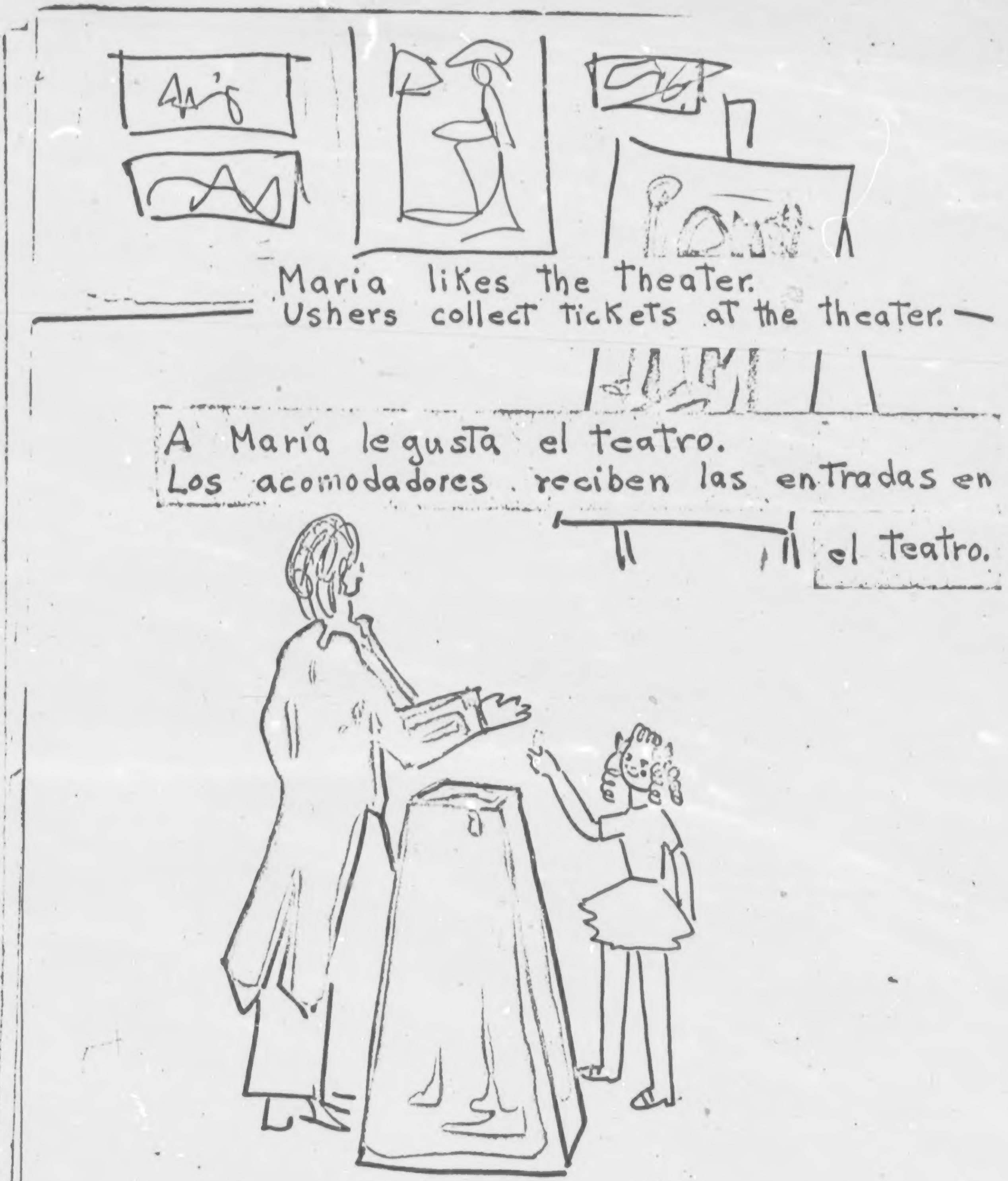
The mailman is her friend.
Mailman delivers the mail.

El cartero es su amigo.
El cartero entrega la correspondencia.

When Maria goes shopping, she pays To the cashier. Cashiers receive money at stores.

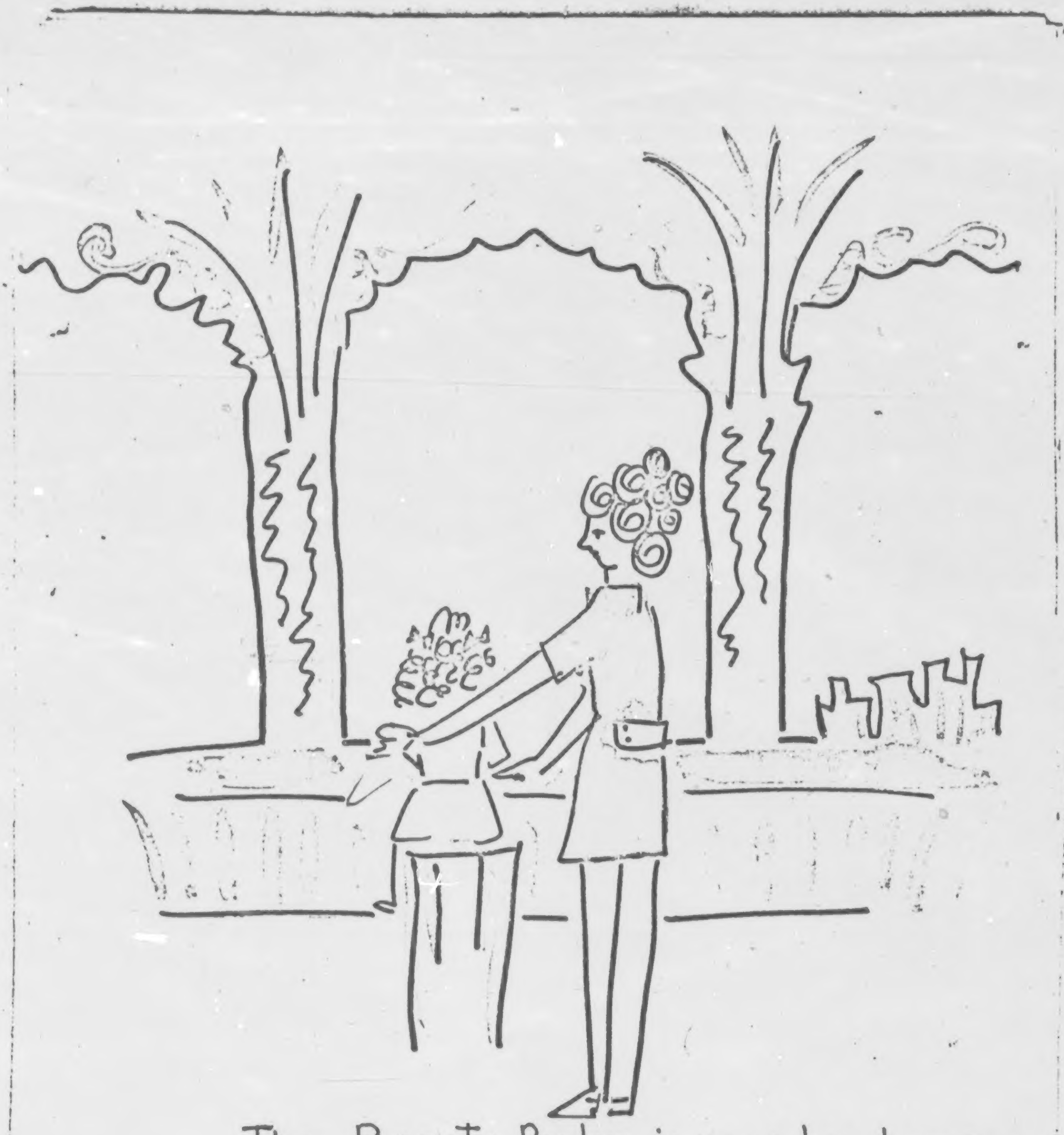


Cuando María va de compras, ella paga
Cajeros reciben el dinero en las Tiendas. a la
cajera.



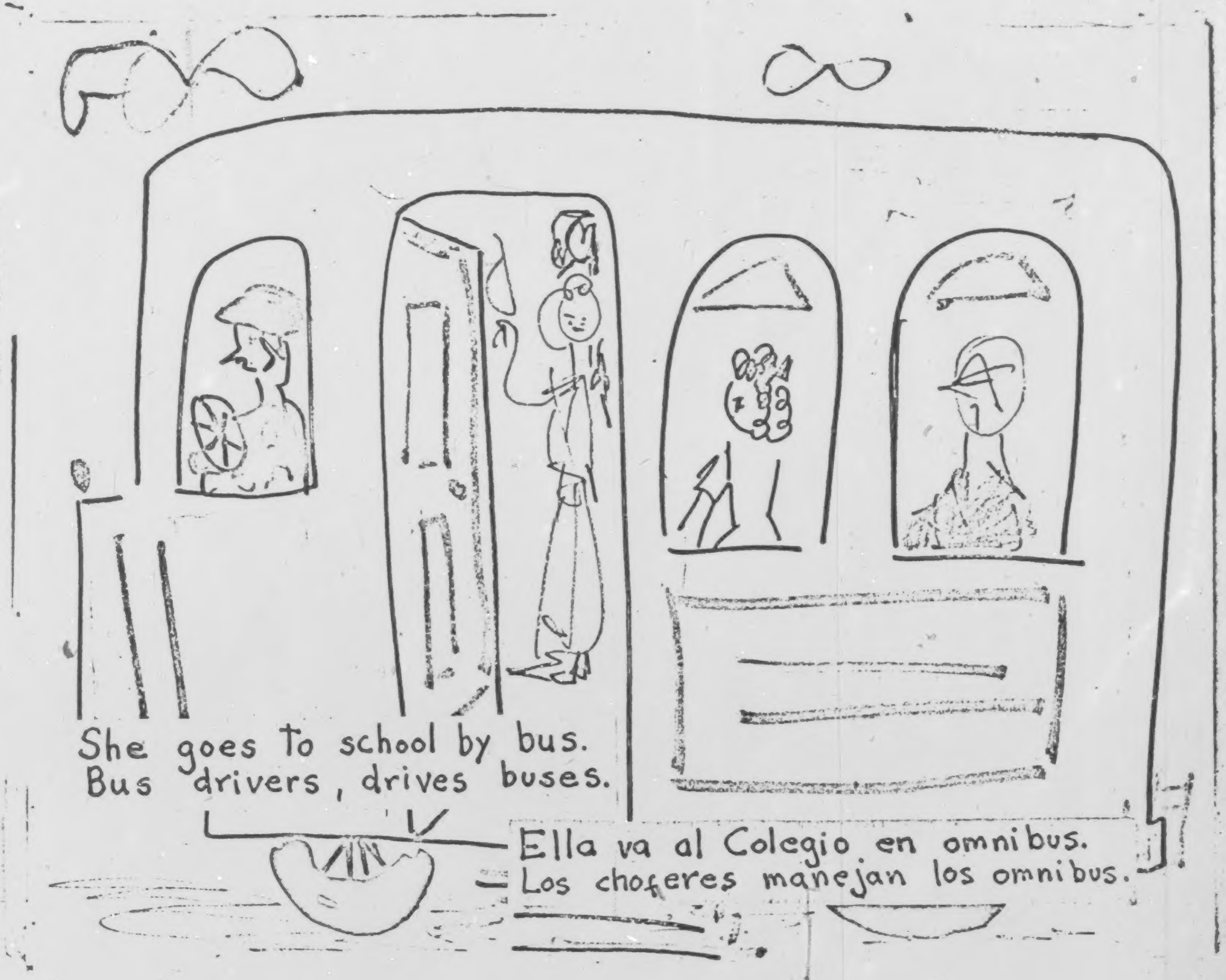
María likes the theater.
Ushers collect tickets at the theater.

A María le gusta el teatro.
Los acomodadores reciben las entradas en el teatro.



The Beauty Parlor is near her home.
Beauticians work at the Beauty Parlor.

El salón de Belleza está cerca de su casa.
Las peluqueras Trabajan en la peluquería.

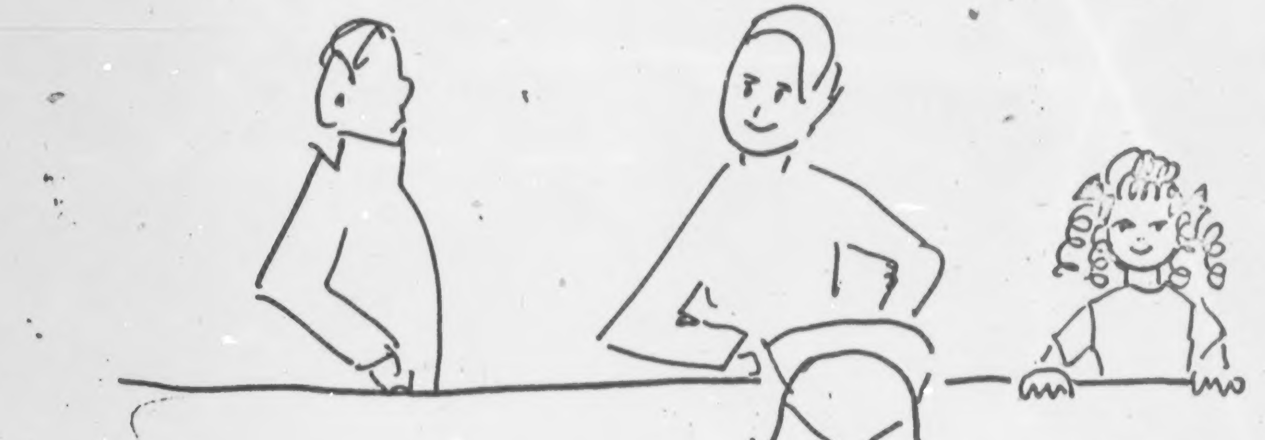


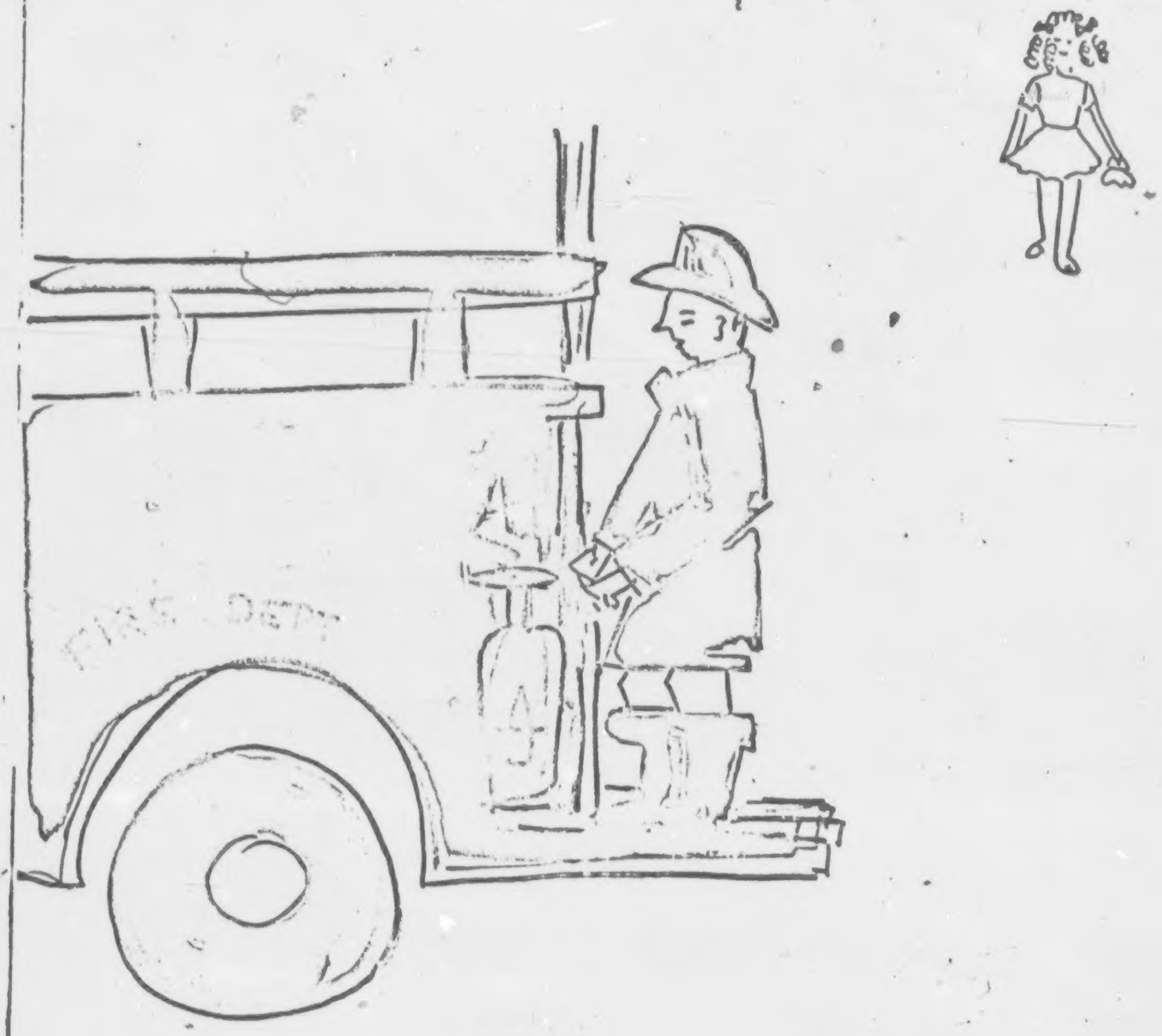
She goes to school by bus.
Bus drivers, drives buses.

Ella va al Colegio en omnibus.
Los choferes manejan los omnibus.

She asks for food to the waitress.
Waitresses work at Restaurants.

Ella pide comida a la mesera.
Las meseras Trabajan en los Restaurantes.

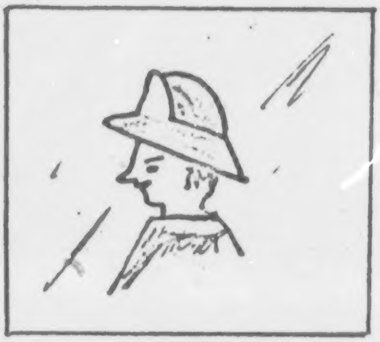




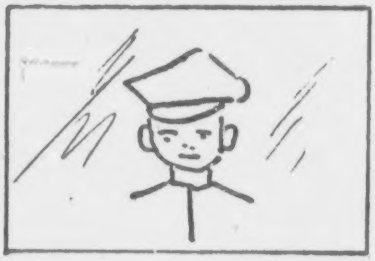
María respects the firemen.
Firemen stop fires.

María respeta a los bomberos.
Los bomberos apagan los incendios.

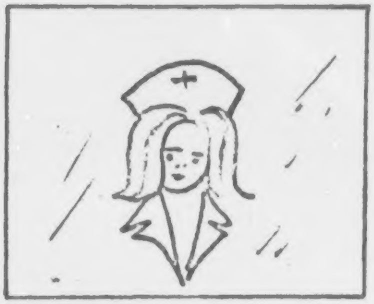
Matching



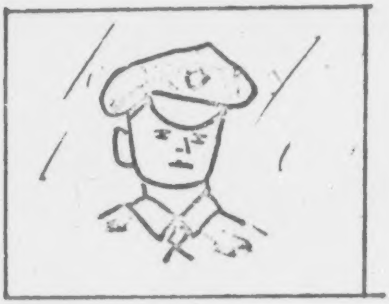
policeman
policía



nurse
enfermera



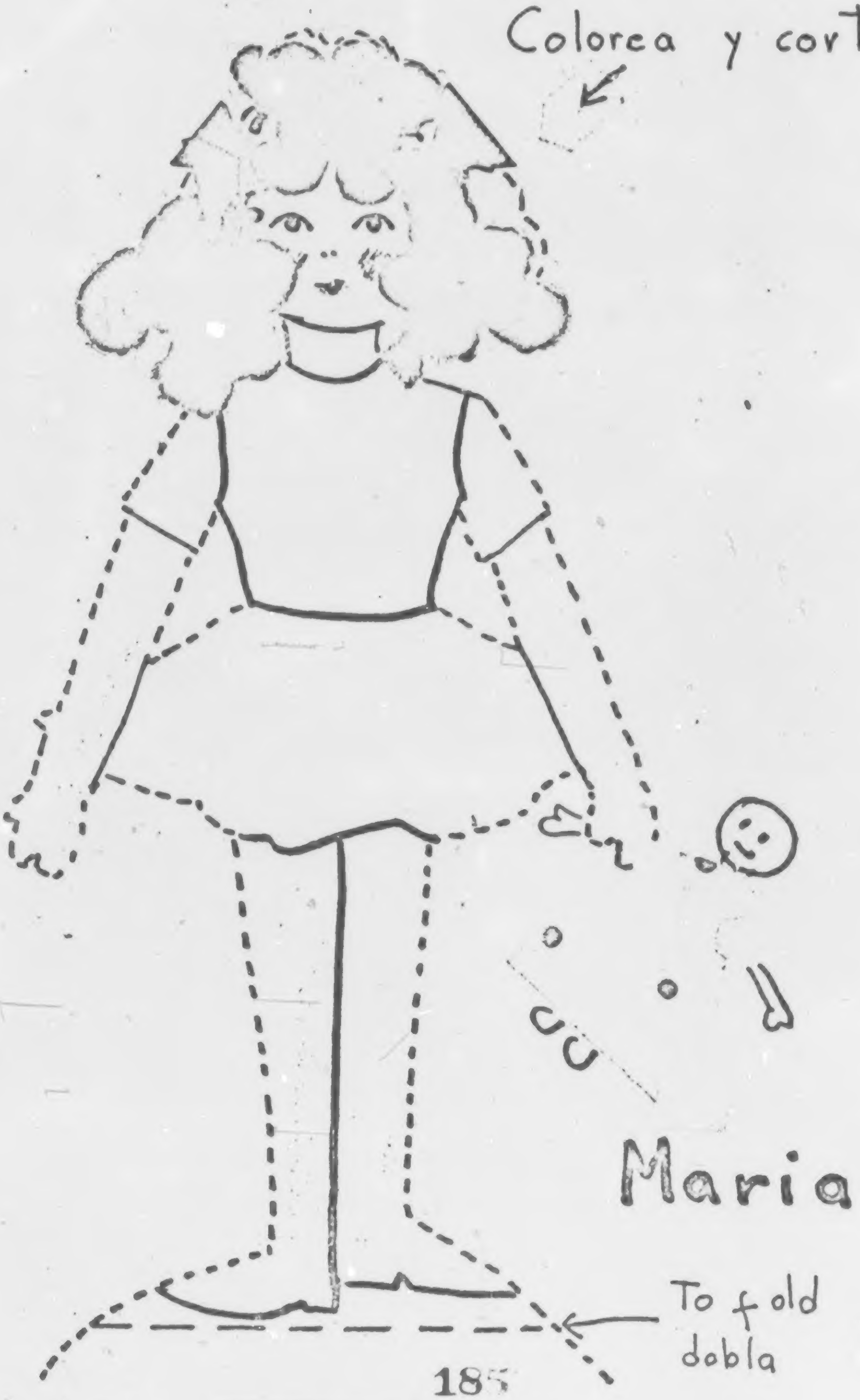
fireman
bombero

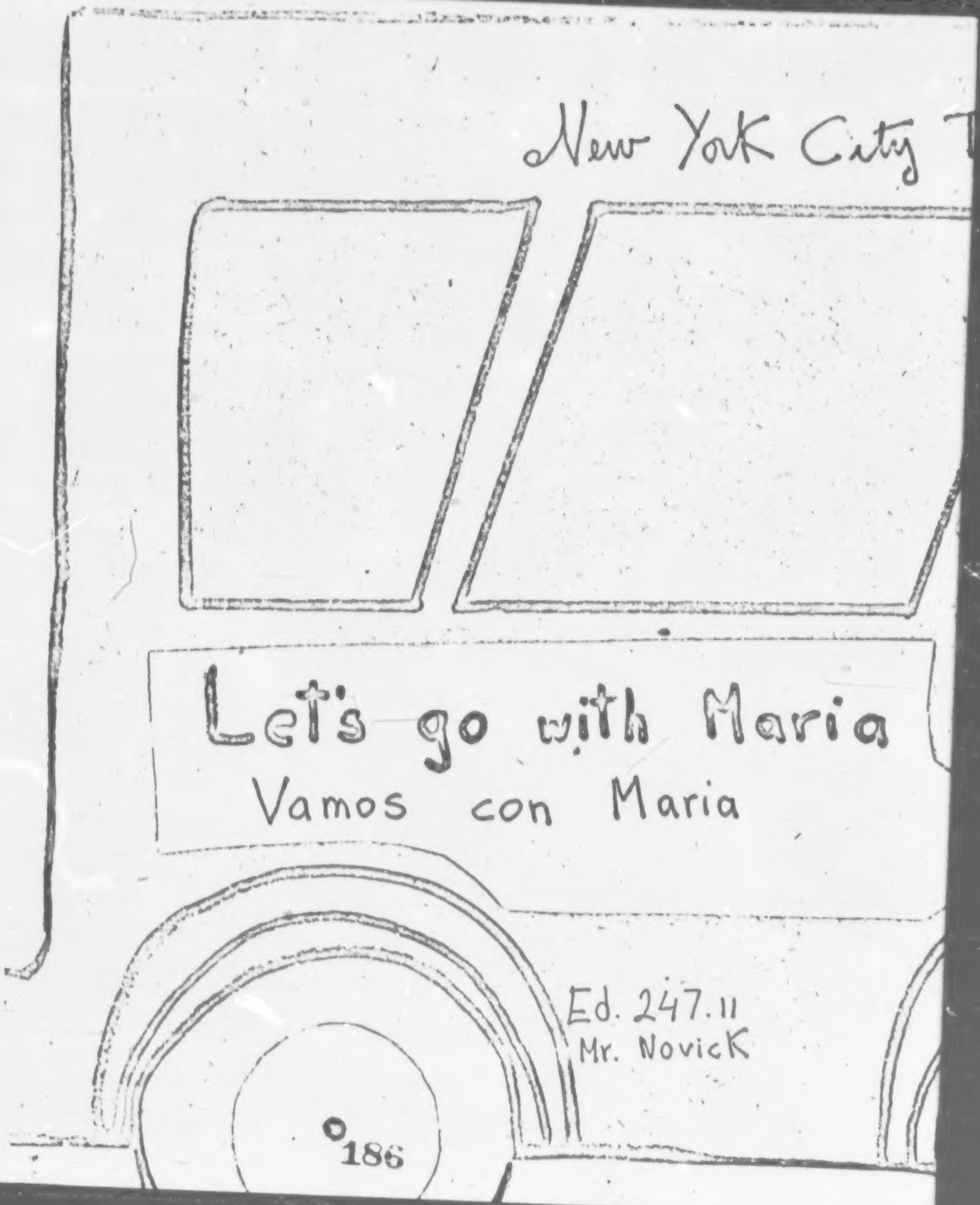


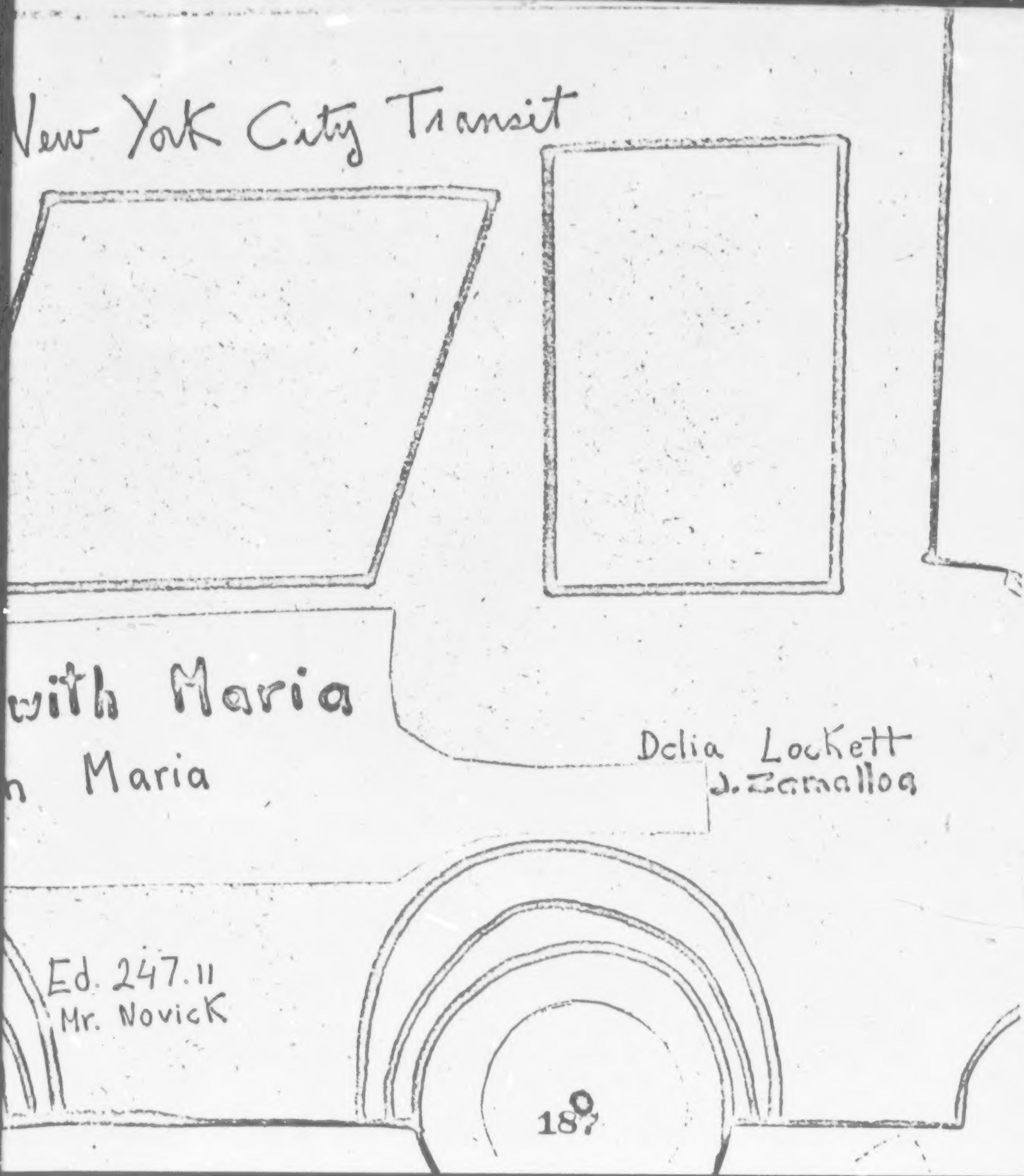
mailman
cartero

Color and cut

Colorea y corta


Maria
To fold
dobla


New York City T
Let's go with Maria
Vamos con Maria
Ed. 247.11
Mr. Novick


New York City Transit
with Maria
n Maria

Delia Lockett
J. Zamalloa

Ed. 247.11
Mr. Novick

Appendix C

BOARD OF EDUCATION - CITY OF NEW YORK

110 LIVINGSTON STREET

BROOKLYN, NEW YORK 11201

BUREAU OF SOCIAL STUDIES

BUREAU OF RADIO AND TELEVISION

ED113406

MANUAL FOR
INSERVICE

BORICUAS: THE PUERTO RICANS

UD 015 501

FALL - 1973

THURSDAYS AT 3:30 P.M.

CHANNEL 25

COURSE NUMBER - TV 165

TELEVISION TEACHER: INES PEREZ - BUREAU OF RADIO AND TELEVISION

MANUAL PREPARED BY: MARGARITA MIR AND ELBA PIETRI TRILLAS

*OTHER TELECASTS - WEDNESDAYS AT 12 NOON
TUESDAYS AT 9:00 P.M.

BORICUAS: THE PUERTO RICANS

PROGRAM ORDER

1. PUERTO RICAN STUDIES
2. ISLAND OF BORIQUEN
3. NINETEENTH CENTURY
4. GOLDEN AGE
5. TWENTIETH CENTURY
6. THE PEOPLE
7. THE PUERTO RICAN FAMILY
8. PLASTIC ART OF PUERTO RICO
9. EL SANTERO
10. PUERTO RICAN ARCHITECTURE
11. TYPICAL DANCES OF PUERTO RICO
12. PUERTO RICAN DRAMA
13. BILINGUAL EDUCATION

FOREWORD

This manual was prepared as a teachers' guide to the television series BORICUAS: THE PUERTO RICANS. It has been developed to broaden teachers' knowledge of the culture and history of Puerto Rico so that they may be better equipped to meet the needs of students of Puerto Rican background.

There are about 275,000 students of Puerto Rican heritage in the New York City Public Schools. These students bring with them a rich culture, which can be utilized to develop dimensions in education.

The series presents information about the historical and culture heritage of Puerto Rico. Additional information is provided in the manual to help teachers understand adjustment problems and special educational needs of Puerto Rican students. Hopefully, the series will present new insights about the background and needs of Puerto Rican students which, in turn, will create better understanding in an atmosphere of mutual respect.

The objectives of the series are:

1. To provide teachers with factual information which can serve to explain some of the problems that confront Puerto Rican students, how these problems evolved and how they are being resolved.
2. To provide teachers with factual information regarding the history and culture of Puerto Rico.
3. To develop an appreciation of the cultural contributions of Puerto Ricans to American society.
4. To understand the role of religion in the lives of Puerto Ricans and to relate its various manifestations with the varied ethnic background of the people.
5. To examine critically the role of politics in Puerto Rico and how political philosophies surmount the trip from the island to the mainland.
6. To help avoid generalizations about the Puerto Ricans.

Acknowledgments

The telecasts serve as a basis for the in-service course, Boricuas: The Puerto Ricans, and are presented under the supervision of Florence Jackson, In Charge, Bureau of Social Studies and Cecil H. Suffern, (Acting) Director of Broadcasting, Educational Radio and Television.

Members of the Advisory Committee to the series were: Florence Jackson, Bureau of Social Studies; Beatrice Lopez-Pritchard (Acting) Assistant Administrative Director and Aida Legazpy, Supervisor, Bilingual Program in School and Community Relations; Carmen Perez, Director of Bilingual Program, District 13; Cecil H. Suffern, Florence M. Monroe, Assistant Administrative Director, and Jerome Silverstein, Supervisor of Television Production, Educational Radio and Television.

The Teacher-Producer is InеS Perez, Puerto Rican Heritage Coordinator, District 12 Bronx; the Assistant Producer was Ruth Meyers.

This manual was produced by the Bureau of Social Studies. Margarita Mir, Professor, Brooklyn College, reviewed the programs and wrote the original manuscript; Elba Pietri Trillas, Curriculum Specialist in Puerto Rican Studies, Bureau of Curriculum Development, revised and edited the manual.

PUERTO RICAN STUDIES

Guest: Prof. R. Gonzalez-Gonzalez
Fordham University

As part of the Teacher Training Program in Fordham University a Department of Puerto Rican Studies was established in 1967. This program provides information about the history and culture of Puerto Rico in order to foster better understanding of the Puerto Rican children. This telecast explores the values and attitudes the children bring with them from Puerto Rico and how their loss of identity leads to frustration and hopelessness. It also discusses the expectations of the Puerto Ricans for their children and how these are not fostered in the New York City Schools.

Questions for Discussion

1. How can the school personnel use the positive attitudes of Puerto Rican children to make them partners in meeting the educational goals of the school?

2. How can the Puerto Rican parents and community contribute to the cooperative effort of achieving the educational goals of the school and community?

3. What can New York City teachers do to allay the fears of Puerto Rican parents regarding their children's school experiences?

4. How can knowledge of the children's customs, values and attitudes help a teacher in planning a meaningful educational experience for Puerto Rican children?

5. What are the differences in the migration of Puerto Ricans to the mainland and the immigration of Europeans to the United States?

Suggested References

Banks, James A., Editor. Teaching Ethnic Studies: Concepts and Strategies. Washington, D.C.: National Council for the Social Studies, 1973. (Part II, Chapter 10)

Cordasco, Francesco. Puerto Ricans in the U.S. Metuchen, New Jersey: Scarecrow Press, 1968.

_____________________. Puerto Rican Children in Mainland Schools. Metuchen, New Jersey: Scarecrow Press, 1968.

Maldonado-Denis, Manuel. Puerto Rico: A Socio-Historic Interpretation. New York: Vantage Books, 1972.

THE ISLAND OF BORIQUEN

This telecast is an introduction to a study of Puerto Rico; its size and its location in relation to the other islands in the Caribbean and the history and culture of the people. Some information on the "Yucayeques" or Indian villages that Columbus found when he discovered the island in 1493 is presented. In addition, artifacts from the Taino culture are examined to help reconstruct the life style of these early people.

The prime objective of the telecast, however, is to help teachers become aware of the importance of giving students of Puerto Rican background some knowledge of their history and culture.

Questions for Discussion

1. Of what importance is the name Boriquen to Puerto Ricans? Why do Puerto Ricans call themselves "boricuas" or "borincanos?"
2. How would you describe the climate of Puerto Rico?
3. What are some characteristics of the Taino culture?
4. Why did the Puerto Ricans find it necessary to build the fortress "El Morro?"
5. How were African slaves used in Puerto Rico?
6. Why is it important that a group of people know their historical and cultural heritage?

Suggested References

Figueroa, Loida. History of Puerto Rico: From the Beginning to 1892. New York: Anaya Book Co., 1972.

Maldonado-Denis, Manuel. Puerto Rico: A Socio-Historic Interpretation. New York: Vantage Books, 1972.

Mendez, Eugenio Fernandez. Portrait of a Society: Readings on Puerto Rican Sociology. Puerto Rico: University of Puerto Rico Press, 1972.

Wagenheim, Kal and Olga Jimenez de Wagenheim, eds. The Puerto Ricans: A Documentary History. New York: Praeger, 1973.

THE 19th CENTURY

The telecast presents some historical events of the Golden Century of Puerto Rico; an era of change and progress in many areas. Reference is made to the introduction of the printing press and the establishment of sixteen newspapers. The cultural life birth of Puerto Rican nationalism, and the concept of brotherhood throughout the island are mentioned also. The roles of leading figures of the "Golden Century" are discussed.

Questions for Discussion

1. How did El Grito de Lares help to make known the needs of the Puerto Rican people?

2. How was Puerto Rican nationalism evidenced during the 19th Century?

3. Discuss the following poem by Jose Gautier Benitez: Translation by the author.

> You shall not be the all-powerful ship
> Armed for war, daring hurricanes,
> Conquering ports, dauntlessly
> And bravely dominating waves and men.
>
> But you shall be the placid little boat
> Which, nudged by the perfumed breeze
> Reaches the calm of the white shore;
> This fatherland, is your destiny
> To conquer liberty, science, and fortune
> Without leaving in the brambles along the path
> Even a shred of your white vestment.

4. Had you ever heard of some of the leading figures of the 19th century mentioned in this telecast?

5. Who composed the Puerto Rican National Hymn? How is the original version different from the one used today? (Words given in Appendix C.)

6. What image of the Puerto Rican people is evoked when one hears and reads the words to "La Borinquena"?

The 19th Century

Suggested References

Figueroa, Loida. *History of Puerto Rico: From the Beginning to 1892.* New York: Anaya Book Co., 1972.

Glazer, Nathan and Moynihan, Daniel Patrick. *Beyond the Melting Pot.* Cambridge, Massachusetts.: M.I.T. and Harvard University Press, 1963. (The Puerto Ricans, pp. 86-129.)

Mendez, Eugenio Fernandez. *Portrait of a Society*: *Readings on Puerto Rican Sociology*. Puerto Rico: University of Puerto Rico Press, 1972.

Wagenheim, Kal. *Puerto Rico: A Profile*. New York: Praeger, 1972. (Chapter 4)

Wagenheim, Kal and Olga Jimenez de Wagenheim, eds. *The Puerto Ricans: A Documentary History*. New York: Praeger, 1973. (Part III: The Spirit of Nationhood.)

THE GOLDEN AGE

The telecast describes how Puerto Rico "comes of age" not politically but also intellectually through the first important novel La Charca by Manuel Zeno Gandia. The discussion points out that political and educational figures often distinguished themselves as men of letters, writers, and publishers who were forced to study abroad because Spain prohibited the establishment of a university on the island. Personalities such as Jose Gautier Benitez, Jose de Diego, and Eugenio Maria de Hostos are discussed. The two great Puerto Rican painters are highlighted. In music, Juan Morell Campos, a well known composer of danzas and Antonio Paoli, called the "King of Tenors", are also mentioned.

Questions for Discussion

1. Why has it been said that the novel La Charca by Manuel Zeno Gandia is a medical report of a rural society?
2. How did a Puerto Rican woman of the late nineteenth century, Lola Rodriguez de Tio, show evidence of her woman's lib attitude?
3. What happened to the enlightened Puerto Rican leaders who fought for freedom of political and artistic expression?
4. What inferences can you make regarding the leaders who founded Puerto Rico's political parties and led the freedom movement?
5. Why do you think the Puerto Rican national hymn is titled La Boriquena?
6. Why were the original words written by Lola Rodriquez de Tio later changed to its present form?
7. Why are the paintings of Oller and Campeche important to Puerto Ricans?
8. How can the danza be said to be expressive of the Puerto Rican personality?

Suggested References

Baggs, William C. Puerto Rico: Showcase of Development. Encyclopedia Britannica. Chicago: Encyclopedia Britannica Educational Corp., 1962.

Figueroa, Loida. History of Puerto Rico: From the Beginning to the 1892. New York: Anaya Books Co., Inc., 1972.

Kaiden, Nina. Puerto Rico, La Nueva Vida. New York: Renaissance Editions, 1966.

Silen, Juan Angel. We, the Puerto Rican People: A Story of Oppression and Resistance. New York: Monthly Review Press, 1971.

The Golden Age

Wagenheim, Kal. Puerto Rico: A Profile. New York: Praeger, 1971.

Study Prints

Distinguished Puerto Ricans. New York: Urban Media Materials, 1971.

Puerto Rican Heritage Posters. (Bilingual) New York: Plus Ultra, 1970.

Filmstrips

Puerto Rico and the Puerto Ricans. New York: Urban Media Materials.

Puerto Rico: History and Culture. New York: Urban Media Materials.

Records

Write to Instituto de Cultura Puertorriqueña
P. O. Box 4184
San Juan, Puerto Rico 00905

for a complete list of records.

THE 20TH CENTURY

The telecast surveys the history of Puerto Rico from 1898 to the present. Three political philosophies or alternatives that have existed since the nineteenth century are introduced. The discussion that follows examines the powers and prerogatives given to the Puerto Rican people by the United States government. Some contributions of Puerto Ricans to the United States are pointed out also.

Questions for Discussion

1. Of what importance was the Autonomous Charter?
2. Why was the Foraker Act considered a step backwards in Puerto Rican history?
3. Why did the Autonomous Party rebel against the Jones Act?
4. What were the attitudes of Jose de Diego and Luis Muñoz Rivera toward Puerto Rican citizenship?
5. How did the Jones Act affect the Puerto Rican people? How do you think Puerto Ricans would react to such a law?
6. Discuss the following quotation:

> Atentos a la dimension española y a la norteamericanos, hemos olvidado buscar la tercera dimensión que es la nuestra, la puertorriquena. (Attentive to the Spanish dimension and to the North American one, we have forgotten to search the third dimension, that which is ours, the Puerto Rican.)
>
> Antonio S. Pedreira (1899-1939)
> Insularismo: Ensayos de Interpretacion Puertorriquena.

Suggested References

Hanson, Earl Parker. Puerto Rico: Ally for Progress. New York: Van Nostrand, 1962.

Lewis, Gordon K. Puerto Rico: Freedom and Power in the Caribbean. New York: Harper Torchbooks, 1963.

Page, Homer. Puerto Rico: The Quiet Revolution. New York: Viking, 1963.

Silen, Juan Angel. We, the Puerto Rican People: A Story of Oppression and Resistance. New York: Monthly Review Press, 1971.

Wagenheim, Kal. Puerto Rico: A Profile. New York: Praeger, 1972. (Chapters 4, 5, and 6.)

THE PEOPLE

Information about the three ethnic groups: Taino Indian, African and Spanish which combine to make up the cultural heritage of the Puerto Rican people is presented in the telecast. Evidences of the three main cultures that are still found in the religion, music, customs and physical appearances of the people are highlighted.

Questions for Discussion

1. Discuss the following idea and decide upon its implications:

   > Although the Puerto Rican culture is mainly Hispanic in history, religion, tradition and values, the basic legacy has been its language. The Spanish language brings more than a physiological reality or a psychological bond among Puerto Ricans.

2. How can you account for the fact that aspects of African culture can be found today in parts of Puerto Rico? Why do you think there were evidences of Mayan culture in Boriquen?
3. How do the Puerto Rican dances reflect African and Spanish influences? How do the musical instruments that are used in Puerto Rico and on the mainland reflect the three ethnic backgrounds of the Puerto Ricans?
4. How does a "velorio" illustrate a combination of Taino and Spanish tradition?
5. Why did the Tainos and Africans readily accept the Roman Catholic Religion?
6. Why can it be said that Puerto Ricans have a rich heritage?

Suggested References

Cordasco, Francesco. Puerto Ricans in the United States.
Metuchen, New Jersey: Scarecrow Press, 1968.

Wagenheim, Kal. Puerto Rico: A Profile. New York: Praeger, 1972
(Chapters 2 and 7)

THE PUERTO RICAN FAMILY

This telecast contrasts the differences in the Puerto Rican life style on the mainland and on the island. The environmental differences and the way these are reflected in the socio-dynamics of family life are highlighted. The assault on the "machismo" concept and the increased freedom of choice for women are examined. The conflicts arising from the influences of the dominant culture on the traditional Puerto Rican culture and how this has led to the development of different Puerto Rican subcultures is also discussed.

Questions for Discussion

1. What changes in living have occurred in Puerto Rico during the last two decades and to what are they attributed?
2. In what ways have Puerto Rican women changed since the forties and how has this affected Puerto Rican family life?
3. What is meant by "the extended family concept"? By what is this being replaced in New York City and why?
4. What do you think are the main reasons that lead to the deterioration of the Puerto Rican family in New York City?
5. What are the implications of these changes and how do they affect the performance of Puerto Rican children in the schools?
6. What is the reason for the "reverse migration" that has been in effect since the early 60's? What does this mean in terms of mobility in communities and in schools?

Suggested References

Figueroa, Loida. History of Puerto Rico: From the beginning to the 1892. New York: Anaya Book Co., 1972.

Maldonado-Denis, Manuel. Puerto Rico: A Socio-Historic Interpretation. New York: Vantage Books, 1972

Mendez, Eugenio Fernandez. Portrait of a Society: Readings on Puerto Rican Sociology. Puerto Rico: University of Puerto Rico Press, 1972.

Wagenheim, Kal. Puerto Rico: A Profile. New York: Praeger, 1972.

Wagenheim, Kal and Olga Jimenez de Wagenheim eds. The Puerto Ricans: A Documentary History. New York: Praeger, 1973. (Part IX: Exodus. Part X: The Divided Nation.)

PLASTIC ART OF PUERTO RICO

A visit of the first major exhibition of Puerto Rican Art in New York City is filmed at the Museo del Barrio. This exhibition entitled "The Art Heritage of Puerto Rico: Pre-Columbian to Present" was later shown at the Metropolitan Museum of Art. It includes Taino stone sculptures, paintings of the eighteenth and nineteenth centuries, religious carvings by santeros, as well as, graphic works and paintings by modern artists. The telecast also presents the film, "Nine Artists", narrated by Jose Ferrer, which talks about the development of graphic arts in Puerto Rico.

Questions for Discussion

1. Which Puerto Rican artists established the Center of Puerto Rican Art and where did they receive their training?
2. Why did they return to Puerto Rico and how did they become the vanguard for the development of plastic arts in Puerto Rico?
3. Which of the nine artists shown in the film had you heard mentioned before?
4. Why is an international show such as the Biennial of Caribbean and Latin American Graphic Arts of importance to the art world?
5. How is the Commonwealth Government of Puerto Rico fostering and encouraging artistic expression by the people?

Suggested References

Catalogue published by the Museo del Barrio for the exhibition. Address follows: El Museo del Barrio, 1945 Third Avenue, New York, N. Y. 10029. 348-0777. Mrs. Martha Vega, Director.

Catalogue and slides produced by the Metropolitan Museum Art for the exhibition. Metropolitan Museum of Art, Fifth Avenue at 82 Street, New York, N.Y. 10028. 879-5500, Ext. 440/425. Mrs. Margaret Nolan, Director of Slide Library; Mrs. Dora Rubiano, Public Relations.

Kaiden, Nina. Puerto Rico, La Nueva Vida. New York: Renaissance Editions, 1966.

EL SANTERO

A view of the santos or imagineria popular (religious popular images) is presented in the telecast. A brief survey of this Puerto Rican folk art begins with its Pre-Columbian background and explains how it adapted to the Spanish religious influence during the colonization of the island. It shows some of the famous santeros (carvers of santos) and tells of the family tradition of this folk art. It also reveals why this ancient folk art is disappearing.

Questions for Discussion

1. How did this folk art develop in Puerto Rico?
2. How can this folk art be traced to the religious practices of the Tainos?
3. Why did this folk art develop and flourish in the mountain villages of Puerto Rico?
4. What materials did these untrained artisans use for their santos?
5. Who was one of the most famous of the Puerto Rican santeros (carvers of santos.)
6. How has modern technology affected this ancient folk art?

Suggested Reference

Catalogue published by the Museo del Barrio for the exhibition entitled, "The Art Heritage of Puerto Rico: Pre-Columbian to Present". (Obtainable from El Museo del Barrio.)

Catalogue and slides produced by the Metropolitan Museum of Art when this show was also exhibited. (Obtainable from the Metropolitan Museum.)

Kaiden, Nina. Puerto Rico, La Nueva Vida. New York: Renaissance Editions, 1966.

Puerto Rican Architecture

The telecast presents a view of Puerto Rico's sixteenth to nineteenth century architecture which reflects a Spanish influence. Pictures of the most important architectural works are shown. Among them are El Morro Castle, La Fortaleza, Fort San Cristobal, Fort San Jeronimo, San Juan Gate, El Ayuntamiento (City Hall), San Jose Church, the Cathedral and Cristo Street and Chapel. The determination of boricuas to maintain their Puerto Rican culture by restoring and preserving these buildings is discussed.

Questions for Discussion

1. What agency was created to take charge of the restoration and preservation of the Spanish Colonial buildings in Old San Juan?
2. What was Operacion Serenidad (Operation Serenity) and how did it evolve?
3. What cultural activities were also established in the early days of Operation Serenity which are now internationally famous?
4. What other work is the Institute of Puerto Rican Culture doing to foster interest in Puerto Rico's architectural past?
5. What resource centers exist in the City of New York which can inform on Puerto Rico's architectural past?
6. What is the most recent architectural influence in Puerto Rico as seen in the skyline of San Juan? What modern buildings have been designed by famous international architects?

Suggested References

Gruber, Ruth. Puerto Rico: Island of Promise. New York: Hill and Wang, 1960.

Hanson, Earl Parker. Puerto Rico: Ally for Progress. New York: Van Nostrand, 1962.

Kaiden, Nina. Puerto Rico, La Nueva Vida. New York: Renaissance Editions, 1966.

Page, Homer. Puerto Rico: The Quiet Revolution. Nes York: Viking, 1963.

Wagenheim, Kal. Puerto Rico: A Profile. New York: Praeger, 1972.

Filmstrips

Puerto Rico and the Puerto Ricans. New York: Urban Media Materials.

Puerto Rico: History and Culture. New York: Urban Media Materials.

Typical Dances of Puerto Rico

The music of Puerto Rio expresses the influence of the cultural heritage of the people. In this telecast various aspects of Puerto Rico's music are demonstrated; songs, dances, musical instruments. The Taino herítage is evident in the celebration of the coffee harvest (el acabe); the African influence is experienced during the sugar cane harvest (la zafra) and the Spanish tradition of the Feast of the Patron Saint is seen in the celebration of the Feast of Santiago Apostol (St. James the Apostle) in Loiza Aldea.

Questions for Discussion

1. How does the coffee harvest celebration reflect the areyto festival of the Tainos?
2. How is the African influence reflected in the dance steps of the bomba, as well as, in the musical instruments used in this dance?
3. How do the danza and the seis show the Spanish influence?
4. What are the popular dances of the Puerto Ricans today and what additional influence do they reflect?
5. Who are the popular Puerto Rican musicians in New York City at present?

Suggested References

Figueroa, Loida. History of Puerto Rico: From the Beginning to 1892. New York: Anaya Book Co., 1972.

Glazer, Nathan and Moynihan, Daniel Patrick. Beyond the Melting P Pot. Cambridge, Massachusetts: M.I.T. and Harvard University Press, 1963.

Wagenheim, Kal. Puerto Rico: A Profile. New York: Praeger, 1972.

Puerto Rican Drama

This telecast discusses the establishment of the Puerto Rican Travelling Theatre in New York City in 1967 under the direction of Miriam Colon, the well-known Puerto Rican actress. An interview with Miriam Colon reveals how this project came to fruition, the different presentations that are scheduled during the year, the progress made since its beginning and the latest addition to the program, the Training Laboratory in Theatre Arts. A complete play by Pedro Juan Soto, entitled "The Innocent" is presented by this company.

Questions for Discussion

1. What do you think is the value of having established the Puerto Rican Travelling Theatre in New York City?
2. Discuss the differences in interpretation that can occur by having non Puerto Ricans portray and write about Puerto Ricans and the reasons for them.
3. From your personal experiences, what dramatic roles have you seen in the theatre, in films or on TV about Puerto Ricans that you have liked or disliked?
4. Have you seen La Carreta by Rene Marques? From the description given in the telecast, is the theme of the play still applicable to Puerto Ricans in New York City?
5. What is your opinion of the psychological play presented, "The Innocent"? How did you rate the performances of the Puerto Rican actors?
6. Why do you think Puerto Rican youngsters will be stimulated by attending performances by the Puerto Rican Travelling Theatre?

Suggested References

Kurtis, Arlene Harris. Puerto Ricans: From Island to Mainland. New York: Julian Messner, 1969.

Padilla, Elena. Up From Puerto Rico. New York: Columbia University Press, 1958.

Resource Centers

Training Laboratory of the Puerto Rican Travelling Theatre, 124 West 18 Street, New York, N.Y. 10011

Bilingual Education

This telecast explores the rationale for the establishment of Bilingual Programs in the New York City Public Schools. Mr. Marco Hernandez outlines the aims and objectives of the Bilingual Office of the Board of Education and lists the functions of the different departments under this office. Dr. Luis Rivera speaks of his work as the Director of the Escuela Infantil del Barrio and of some of the educational research projects he has worked on which have served as guidelines in the development of Bilingual Programs. Mrs. Migdalia Romero de Ortiz tells us about the special bilingual curriculum being developed in Hunter College by the Bilingual Education Skills Training Project (BEST) under the direction of Mr. Jose A. Vasquez.

Questions for Discussion

1. What are the arguments of the critics of Bilingual Education and on what are they based?
2. What would be your answer to some of these criticisms after having heard the speakers on this program?
3. What are the needs of students, teachers, parents and community which the Bilingual Office will strive to meet?
4. What is the special aim of the Bilingual Children's Television Program as explained by Dr. Luis Rivera?
5. Why is bilingual curriculum important in the development and involvement of the bilingual student?

Suggested References

Abramson, T., & Rivera, L.F. A pilot study on the prospective of the "Peabody Picture Vocabulary Test" with Puerto Rican students in New York City. Paper read at the annual convention of the Educational Association of New York State.

Abramson, T. & Rivera, L.F. "Individualized Vocabulary Achievement Testing of Subjects of Puerto Rican Origin." Paper read at the annual convention of the N.C.M.E., Los Angeles, California, February, 1969.

Anderson, Theodore and Boyer, Mildred. Bilingual Schooling in United States. 2 vol. Albuquerque, New Mexico: Southwest Educational Development Laboratory, 1970.

Board of Education of the City of New York, Office of Bilingual Education: Newsletter: Bilingual Resource Center. Vol. 1 No. 1 May 1973 and Vol. 1 No. 2, June 1973.

Lambert, W.E. and Tucker, G.R. The Bilingual Education of Children. (The St. Lambert Experiment.) Massachusetts: Newbury House Publishers, Inc., 1972.

New York State Education Department, Bilingual Education Unit: Curriculum bilingual materials for grades K-12.

Rivera, L.F. & Bolger,P.A. "Puerto Rican Students in New York City: Selected aspects of their educational Careers." New York City Board of Education, 1969.

Aims and Objectives of the Office of Bilingual Education

a) To facilitate the academic achievement of children for whom English is not the native language by teaching them in their own language while simultaneously developing their skills in English and thus prevent or decrease scholastic retardation.

b) To maintain and improve the pupil's ability in his native language when other than; while offering such students an opportunity to develop functional bilingualism.

c) To create a positive self-image and pride in his heritage by using the pupil's mother tongue as the language of instruction.

d) To provide for enrichment of all pupils by developing an understanding of their own history and culture.

e) To develop a city-wide bilingual staff which will have teaching skills as well as linguistic competency in languages used.

f) To develop relevant and appropriate curriculum materials for the implementation of the bilingual education programs.

g) To implement an on-going program of research and evaluation to provide measurable assessment of the school program in order to identify the need for the establishment of Bilingual Programs.

h) To continuously assess, reinforce and strengthen school-parent-community relationships.

i) To assist and communicate with Community School Districts and Community School Boards on the initiation and implementation of Bilingual and Bicultural programs for their respective communities.

j) To disseminate and share the findings of our experience to all interested parties locally and nationally.

k) To work towards the increase of the allocation of the resources to bilingual programs; and the institution of a bilingual program in every school where there are twenty (20) children who are considered to be second language learners.

APPENDIX B

PUERTO RICAN AGENCIES IN NEW YORK CITY

Prepared by the Bilingual Resource Center
110 Livingston Street, Room 224
Brooklyn, N.Y. 11201

Name and Address	Director	Telephone
ASPIRA OF AMERICA 245 Fifth Avenue New York, New York	Mr. Luis Alvarez	683-6054
ASPIRA OF NEW YORK INCORPORATED 296 Fifth Avenue New York, New York 10001	Mr. Mario Anglada	244-1110
COMMONWEALTH OF PUERTO RICO 322 West 45th Street New York, New York	Mr. Marcos A. Rigau	CI 5-0700
CREO - (CREATING RESOURCES FOR EDUCATION OPPORTUNITIES) 185 East 116th Street New York, New York	Miss Hilda Vazquez	348-8765
HISPANIC RESEARCH LEAGUE 158 East 116th Street New York, New York	Dr. M. Ledesma	792-7379
INSTITUTE OF PUERTO RICO GPO Box 631 New York, New York	Dr. Luis Quero Chiesa	TE 8-2930
PRACA - (PUERTO RICAN ASSOCIATION FOR COMMUNITY AFFAIRS) 1432 Lexington Avenue New York, New York	Mr. Nick Sanchez	369-3825
PUERTO RICAN COMMUNITY DEVELOPMENT PROJECT, INC. 210 West 50th Street New York, New York 10019	Mr. Jorge Ortiz	765-9800
PUERTO RICAN EDUCATIONAL AND CULTURAL CENTER 1712 Pitkin Avenue Brooklyn, New York	Ms. Felicia Arroyo	498-9880
PUERTO RICAN EDUCATORS ASSOCIATION P.S. 282 180 6th Street Brooklyn, New York 11217	Ms. Carmen Perez	683-7673

Name and Address	Director	Telephone
PUERTO RICAN FAMILY INSTITUTE, INC. 116 West 14th Street New York, New York 10011	Mr. Agustin Gonzalez	924-6320
NATIONAL PUERTO RICAN FORUM 214 Mercer Street New York, New York	Mr. Hector I. Vazquez	533-0100
PUERTO RICAN FORUM 341 East 149th Street Bronx, New York 10451	Mr. Edward Rosario	292-9560
PUERTO RICAN GUIDANCE CENTER 1616 Amsterdam Avenue New York, New York 10031	Mrs. Juana Lopez	690-3908
PUERTO RICAN EDUCATION TASK FORCE 26 Federal Plaza New York, New York 10007	Ms. Isaura Santiago	427-3284
UNITED BRONX PARENTS 791 Prospect Avenue Bronx, New York 10454	Ms. Evelina Antonetty	842-1484

Resource Centers in New York City

El Museo del Barrio
1945 Third Avenue
New York, N. Y. 10029
348-0777
Mrs. Martha Vega, Director

The Metropolitan Museum of Art
Fifth Avenue at 82 Street
New York, N. Y. 10028
879-5000, Ext. 440/425
Dora Rubiano, Public Relations   Mrs. Margaret Nolan, Director, Slide Library

Museum of Natural History
77 Street and Central Park West
New York, N. Y. 100
873-1300
Special Display called: "Roots of Puerto Rico"

Puerto Rican Heritage Museum
Community District 12 Bronx
708 E. Tremont Avenue
Bronx, New York 10457
299-8000

Appendix C

THE SEAL OF PUERTO RICO

By a decree of November 8, 1511, Ferdinand of Aragón granted Puerto Rico a coat of arms, the first given to any Spanish colony in the New World, and Puerto Rico's official seal closely follows Ferdinand's original design.

The lamb and the motto represent St. John the Baptist, for whom Columbus originally named the island, and signify peace and brotherhood. The yoke and arrows were the personal device of the sovereigns — yugo for Isabella (then spelled Ysable) and flechas for Ferdinand — and represented mutual affection, unity, and a spirit of great achievement. These were used on the public coin and on the personal property of the King and Queen. The lions and castles represent Leon and Castile, Isabella's hereditary kingdoms; the Crusaders' crosses signify the great struggle by which Ferdinand and Isabella conquered the Moors; and the flags depict the coats of arms of the various kingdoms then under their reign.

THE FLAG OF PUERTO RICO

While the seal of Puerto Rico bespeaks its ancient Spanish heritage, the flag bespeaks its American ties. It resembles the Cuban flag in design.

Adopted by the Commonwealth Legislative Assembly in 1952, the flag is actually identical in design to a flag conceived by a group of patriots in 1895. The white star symbolizes Puerto Rico, the corners of the blue triangle the legislative, executive, and judicial branches of the republican form of government. The three red stripes symbolize the blood that feeds these branches of government and the two white stripes the rights of man and freedom of the individual.

Reprinted from: "Annotations on Selected Aspects of the Culture of Puerto Rico and Its People" by The State Education Department, Bilingual Education Unit, Albany, New York: University of the State of New York Press, Revised 1972.

The above booklet may be otained, free of charge, by writing to: Bilingual Education Unit
Education Building
Albany, New York 12224.

The National Anthem of Puerto Rico

"La Borinqueña" — The Anthem of Puerto Rico

There is something unusual about the anthem of Puerto Rico. While most anthems were composed exclusively as national songs, "La Borinqueña" was originally a danza; a musical expression of Puerto Rican origin that flourished in the second half of the 19th century, when the regional personality of Puerto Rico became more clearly defined and the Puerto Ricans really became "a people."

It is not known when or by whom the old melody "La Borinqueña" was written. The earliest printed publications, which date from the late 19th century, attribute the score to a distinguished composer, Don Felix Astol. The lyrics were written by Doña Lola Rodríguez de Tió, a poetess from the town of San Germán, who placed such warm patriotic feeling in the words that the song was soon acclaimed by the people as the anthem of Puerto Rico. Manuel Fernández Juncos, a historian and noted intellectual, also wrote another set of lyrics.

This first version was written as a revolutionary call to arms by Lola Rodriguez de Tio in 1868.

"La Borinqueña"
de Lola Rodríguez de Tió (letra original-1868)

Despierta borinqueño,
que han dado la señal
Despierta de ese sueño,
que es hora de luchar
A ese llamar patriótico,
Se arde tu corazón.
Ven, nos será simpático,
el ruido del cañón.
Nosotros queremos la libertad,
y nuestro machete nos la dará.
Vámonos, borinqueños,
vámonos ya,
que nos espera ansiosa,
ansiosa la libertad...
la libertad, la libertad,
la libertad, la libertad...

This second version, which is the one used today, was written in 1904 by Manuel Fernandez Juncos.

" La Borinqueña "

de Manuel Fernández Juncos (1904)

La tierra de Borinquen
donde he nacido yo,
es un jardín florido
de mágico primor.
Un cielo siempre nítido
le sirve de docel,
y dan arrullo plácido
las olas a sus pies
Cuando a sus playas llegó Colón
exclamó lleno de admiración
exclamó lleno de admiración:
" Oh!, Oh!
Esta es la linda tierra
que busco yo;
es Borinquen la hija
la hija del mar y el sol."
Del Mar y el Sol, Del Mar y el sol,
Del Mar y el Sol, Del Mar y el sol...

Reprinted from:"Annotations on Selected Aspects of the Culture of Puerto Rico and Its People"by The State Education Department, Bilingual Education Unit, Albany, New York: University of the State of New York Press, Revised 1972.

The following English adaptation of the present version is by Clara Casanova of the Office of Community School District Affairs.

The ---------- island of Borinquen,
The land where I was born,
Is --------- a tropical garden,
Blessed by sea and sun.

The sky is always clear and blue,
Over shimmering waves,
And the palm trees just swing and sway,
While the birds sing all day.

When to these shores Columbus came,
In admiration he did exclaim,
In admiration he did exclaim:

Oh!--Oh! Oh!
"This is the lovely island I'm looking for,
It's Borinquen the daughter,
The daughter of sea and sun"
Of sea and sun,
Of sea and sun,
Of sea and sun."

Appendix D

ED113407

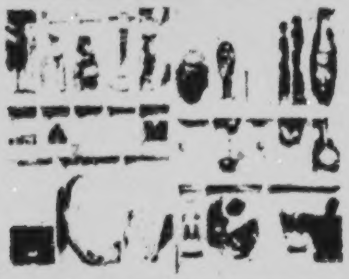
UD015 502

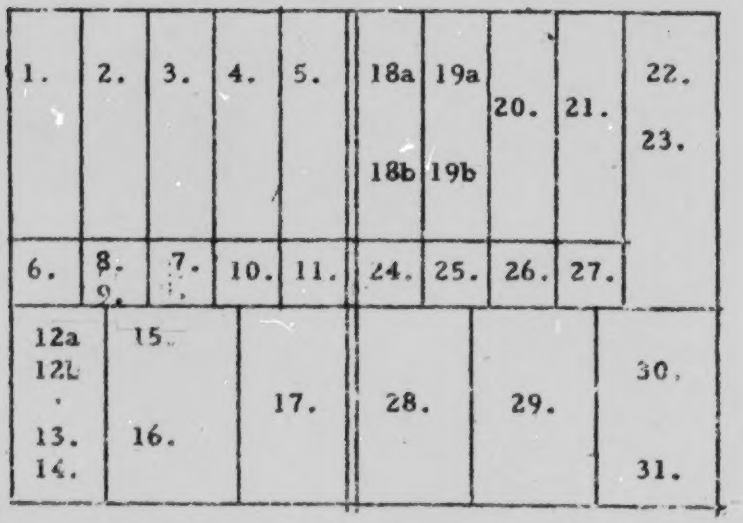
Culture of the Caribbean Kit

URBAN MEDIA MATERIALS
EFFECTIVE EDUCATIONAL COMMUNICATIONS

CULTURE OF THE CARIBBEAN KIT

CONTENTS:




1.
2.
3.
4.
5.
18a
19a
20.
21.
22.
23.
18b
19b
6.
8.
9.
7.
10.
11.
24.
25.
26.
27.
12a
12b
13.
14.
15.
16.
17.
28.
29.
30.
31.

1. Eight Flags of Caribbean Nations, including Haiti, Cuba, Dominican Republic, Puerto Rico, Trinidad-Tobago, the Netherland Antilles, Jamaica, and Barbados.
2. Male Doll in traditional rural dress of Haiti.
3. Female Doll in traditional rural dress of Haiti.
4. "Guiro"- Traditional musical instrument of Puerto Rico.
5. Doll in traditional costume worn during the Fiesta de Santiago Apostal in Loiza Aldea, Puerto Rico.
6 Hand strung beads- typical Haitian handicraft.

7. Small Pot- made from clay of Puerto Rico- typical of pottery material found in Caribbean region.

8. Replica of Taino Indian Sculpture- Miniature Mask. From Puerto Rican Institute of Culture.

9. Replica of Taino Indian Medal- From Puerto Rican Institute of Culture.

10. Miniature "Pava." - Traditional Hat worn by "Jibaros."

11. Coffee Cup- Made in Puerto Rico from small coconut shell - adds strength and flavor to coffee.

12. A. Hand-carved Wooden Bowl, unvarnished, for home use in Haiti.

12.B. Hand-carved Wooden Bowl, polished for tourist and export market- Haiti.

13. Eight Coins from Caribbean Nations.

14. Stamp Collection of Eight representative stamps from Caribbean Nations.

15. Rand-McNally Map of the Caribbean Region.

16. Large Bowl- hand made from outer shell of coconut, made in Puerto Rico. 16a. Small Bowl, same as large one.

17. Planter from Coconut-Puerto Rico. Originally used to store perishables when covered.

18.A. Hand carved Mask- Haiti (miniature)

18.B. Hand carved Mask- Haiti (miniature)

19.A. Hand carved statue-Male Drummer- Haiti

19.B. Hand carved statue, Female - African-Style.

20. Sugar-Cane Cutter's Drinking Cup-Made from Cane Stalk.

21. Hand carved African-style Mahogony Head- Haiti.

22. Hand made dipper made from small coconut, Puerto Rico.

23. Large Spoon, Hand carved in Haiti- common household iter

24. Voodoo Doll - Good Health. Used to cure illness.

25. Voodoo Doll- Good Luck Charm for Kitchen Table.

26. Claves- Wooden sticks for rhythmic Caribbean Music.

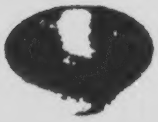
27. Maracas - Musical Instruments.

28. Hand-carved "Santo" - handmade replica in traditional style of Puerto Rican old masters of wood carving-from Puerto Rico Institute of Culture.

29. Vigante Mask- hand carved for use as part of costume worn by men and boys in the Fiesta de Santiago Apostal, Loiza Aldea, Puerto Rico.

30. Miniature Voodoo Drum- Haiti - The "Kata"-smallest of set of three ceremonial drums used in Voodoo rites. Also called "Bould" or "Bebe."

31. Mortar and Pestle - used in rural Haiti and in Santo Domingo to grind corn.



INTRODUCTION

USING AN OLD MEDIUM IN A NEW WAY:

REALIA - real objects for pupils to see and handle and study- have been used for centuries by teachers to motivate learning, and to bring reality and purpose to their teaching. Research has shown, that real, purposeful, first-hand experiences provide the most effective base upon which to build learning experiences and to develop concepts. The expression, "experience is the best teacher," has long been recognized as having considerable merit. In today's schools, creative teachers strive to provide their pupils with as wide a variety of learning experiences as possible. In this regard, Instructional Media has assumed increasing value as non-verbal teaching finds wider and wider acceptance. After having produced films and filmstrips for classroom use, URBAN MEDIA MATERIALS has produced this realia kit in the hope that it will further extend the learnings of pupils who have been introduced to the people of the region covered in Puerto Rico and the Puerto Ricans, Puerto Rico: History and Culture, and People of the Caribbean. Most items in the kit are to be seen in one or more of these programs. When used in conjunction with the filmstrips, the teacher might select certain items to be used in a follow-up lesson, and it would seem that the objects came right out of the

INTRODUCTION

USING AN OLD MEDIUM IN A NEW WAY:

REALIA - real objects for pupils to see and handle and study- have been used for centuries by teachers to motivate learning, and to bring reality and purpose to their teaching. Research has shown, that real, purposeful, first-hand experiences provide the most effective base upon which to build learning experiences and to develop concepts. The expression, "experience is the best teacher," has long been recognized as having considerable merit. In today's schools, creative teachers strive to provide their pupils with as wide a variety of learning experiences as possible. In this regard, Instructional Media has assumed increasing value as non-verbal teaching finds wider and wider acceptance. After having produced films and filmstrips for classroom use, URBAN MEDIA MATERIALS has produced this realia kit in the hope that it will further extend the learnings of pupils who have been introduced to the people of the region covered in Puerto Rico and the Puerto Ricans, Puerto Rico: History and Culture, and People of the Caribbean. Most items in the kit are to be seen in one or more of these programs. When used in conjunction with the filmstrips, the teacher might select certain items to be used in a follow-up lesson, and it would seem that the objects came right out of the filmstrips and into the classroom. This would be one effective way to use the items in the kit. Other suggested uses are as follows:

Library or Showcase Presentations:

Haitian Arts and Crafts
Musical Instruments of the Caribbean
Puerto Rican Traditions (Fiesta and Wood-Carving)
Religious Traditions in Haiti and Puerto Rico
Household Articles Made from Indigenous Materials
Countries of the Caribbean (Map and Flags)
Caribbean Stories on Stamps and Coins

Research Projects:

Assign each member of the class one item. Have them read books and see films and filmstrips to learn how, when, and where each item is used. First-hand data can be obtained by possibly conduct- an interview with a member of the class from a Caribbean country, or a parent. Items could be selected for them to talk about, perhaps supplement the discussion with items of their own.

FOLLOW-UP LESSONS:

BIOGRAPHICAL STUDIES:

Christopher Columbus
Ferdinand and Isabella
Simon Bolivar
Jean Jacques Dessalines
Alexander Petion

Diego Columbus
Jose Marti
Henri Christophe
Toussaint Louverture
Sir Francis Drake

Katherine Dunham
Fulgencio Batista
Francois Duvalier
Luis Munoz Marin

Fidel Castro
Gerado Machado
Juan Balaguer
Luis Munoz Rivera

TOPICAL STUDIES:

Voodoo (Vodun)
Spanish Exploration & Conquest
Spanish Main - Pirates
Puerto Rico: Operation Bootstrap

Slavery in West Indies
Art and Music in Caribbean
The Spanish-American War
Sugar and Rum

Individual Histories of each Country in the Caribbean

BOOKS TO READ:

For Teacher's Reference and for Mature Students:

The Early Spanish Main by Carl Ortwin Sauer
History of the West Indies by A. Garcia
The Caribbean Islands by Mary Slater
Caribbean- Sea of the New World by German Arciniegas
All The Best in the Caribbean by Sidney Clark
Cuba, Haiti, and the Dominican Republic by John Edwin Fagg
The West Indies and the Guianas by D.A.G. Waddell
Island Possessed by Katherine Dunham
Jamaica- Land of Wood and Water by Fernando Henriques
A History of the Bahamas by Michael Craxton
Windward in the Caribbean- A Look at Barbados by C.Pack
Cuba- The Making of a Revolution by Ramon Eduardo Ruiz
The Cuban Revolution and Latin America by Boris Goldenberg
Santo Domingo- Revolt of the Damned by Dan Kurzman
Dominican Diary by Tad Szulc

For Elementary and Intermediate Students:

The West Indies- Islands in the Sun by Wilfred Cartey
The West Indies by Carter Harman
The First Book of the West Indies by Langston Hughes
Christopher Columbus, Mariner by Samuel Eliot Morison
The Land and People of the West Indies by Philip Sherlock
Jamaica- The Old and the New by Mary Manning Carley
Island in the Crossroads- A History of Puerto Rico by M.M. Brau
Getting to Know Cuba by Barnett D. Laschever
Let's Visit the West Indies by John C. Caldwell
Puerto Rico, Bridge to Freedom by Edna McGuire

ADDITIONAL RESOURCES : URBAN MEDIA MATERIALS PRODUCTS:

Discovery, Conquest, and Colonization of Puerto Rico (1493-1599)
by Ricardo Alegria
Descubrimiento, Conquista, y Colonizacion de Puerto Rico (1493-159
by Ricardo Alegria
History of the Indians of Puerto Rico by Ricardo Alegria
Historia de Nuestros Indios de Puerto Rico by Ricardo Alegria
Cuentos Folkloricos de Puerto Rico by Ricardo Alegria
Retablos de la Aldea by Jose Alegria
Prominent Puerto Ricans, Study Prints, Set One
Prominent Puerto Ricans, Study Prints, Set Two
Short Strips: The Island of Puerto Rico

USING THE MATERIALS IN THE KIT:

After introducing the kit and organizing for its use by children, it is suggested that certain specific lessons could be taught using objects from the kit. Some examples of lessons to be taught follow.

STAMPS AND COINS OF THE CARIBBEAN

Stamp collecting and coin collecting are hobbies that yield great educational benefits. Children learn about the world, its peoples and its languages and customs. Stamps and coins reflect the world cultures. In collecting both stamps and coins, children often have their first exposure to names of other lands, and may get their first taste of a foreign language. We have included stamps and coins of the Caribbean in this program in order to motivate youngsters to pursue this hobby with an eye to the things that can be learned from stamps and coins. Some questions which can be answered from looking at stamps and coins are:

1; What is the language of the country?

2; Who are some prominent leaders from that country?

3; Can you tell from the stamp or coin what kind of climate is to be found there?

4;What events or holidays do the people of the country consider important?

5; Do the people of the Caribbean all use the same numbers and counting system?

In addition, countries first encountered on stamps can be located on maps, and grouped according to cultures, languages, and political calssifications on classroom charts.

MAP REVIEW LESSON:

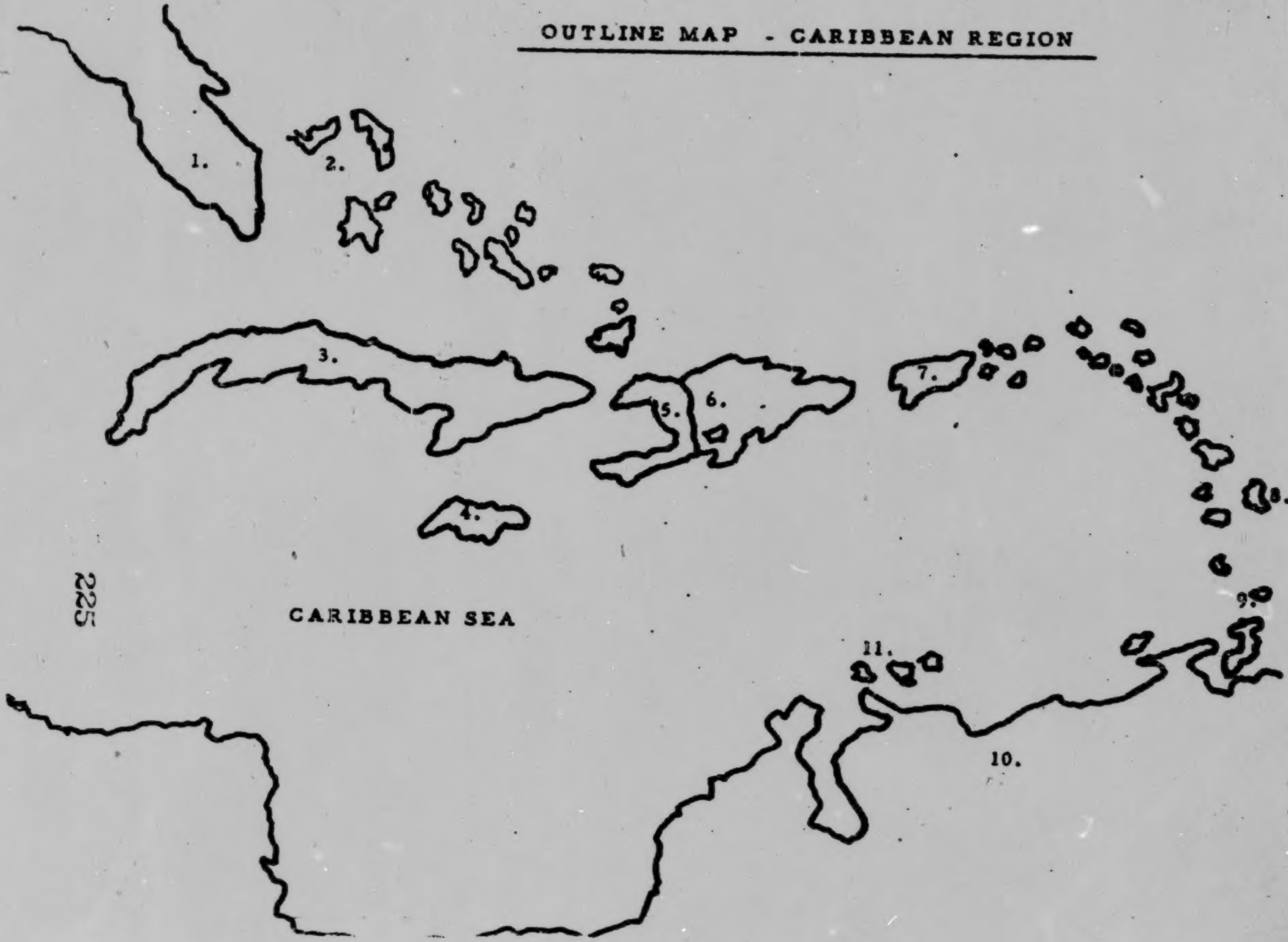
USING THE MAP IN THE CULTURE OF THE CARIBBEAN KIT, LEARN THE LOCATIONS AND NAMES OF THE MOST IMPORTANT COUNTRIES OF THE CARIBBEAN. ON THE SHEET BELOW, LIST THE NAMES OF THE COUNTRIES NEXT TO THE APPROPRIATE NUMBER.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________

NAME 4 OTHER PLACES YOU KNOW ON THE MAP:

12. ____________________
13. ____________________
14. ____________________
15. ____________________

OUTLINE MAP - CARIBBEAN REGION


1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
CARIBBEAN SEA

Santero at work

PUERTO RICO'S SANTERÍA, A TRUE FOLK ART

In Old San Juan visitors to Puerto Rico may have the pleasure of seeing the island's remarkably interesting antique santos. These small figures of saints, carved from wood and painted by untrained rural workers of little or no education, are a true folk art which developed spontanously from an urgent need to possess religious figures for home devotions.

The craft of santería - making of santos - began in the 16th century and by the middle of the present century had won so much admiration from a few enthusiasts with an eye for folklore and beauty that collections were started. Some ardent collectors spent a good deal of time and money hiking from house to house in remote rural districts in search of these little figures.

Most of these santos, therefore, have been acquired by private collectors or individuals who own perhaps one or two. So they have not been readily seen by the general public although a small number are permanently displayed in the Puerto Rico Museum of Art.

When Spain began occupying territory and colonizing the New World in the 15th and early 16th centuries, the Spanish Crown laid great emphasis on extending the Catholic faith to all its possessions. Wherever Spanish colonizers went, the

Catholic Church went also. For instance no persons were authorized to settle in Puerto Rico if they were descended from some one who had been burned or condemned by the Court of the Inquisition. Foreigners were either excluded or admitted under strict regulations partly on the ground that they were hostile to Catholicism and promoted Protestantism. Once, in 1565, when an English ship anchored in San Juan harbor, the cargo was confiscated and the English crew imprisoned.

So from the very beginning of the colonization of Puerto Rico, which started in 1508, the Catholic faith was a strong force. Only two years after the first settlement was moved from Caparra, south of the harbor, to its present site on the western end of the Isleta de San Juan, the Dominican friars started building at the top of the new city the huge and beautiful convent which the Institute of Culture has restored.

As the gold that had first attracted the colonists petered out, they turned to agriculture and in the following centuries began to spread out over the island, growing sugar cane, coffee, tobacco, ginger and other crops. Small towns were established, each one centered around a plaza dominated by a Catholic church. Gradually the remote rural districts of these towns became populated as well.

The possession of images of holy persons or saints had always been an essential part of the Catholic religion for the people to use in their devotions at home, which were and still are an important part of the religious life of Puerto Ricans especially in isolated areas. But where were the settlers to obtain such images? Certainly no large supply could be imported from Spain since the sailing ships arrived infrequently and at irregular intervals, months often passing without a single ship coming from Spain.

Dr. Fernando M. Monserrate, one of the first persons to start collecting santos in this century, believes that Spanish priests with an artistic bent or actually trained in the arts started carving religious from the abundant supply of hard woods. Perhaps they copied the limited number of statues that they had brought from Spain. But the priests could not possibly provide enough santos to supply the new churches and chapels that were being built throughout Puerto Rico and the growing population as well. So it is logical to assume, Dr. Monserrate says, that the early colonists and their descendants themselves turned, in the urgency of their need, to carving figures of their favorite saints. There is evidence, he says, that santería sprang up in every part of the New World that was settled by Spaniards, although it eventually died out in most places.

But in Puerto Rico the craft persisted, beginning in the 16th century, developing in the 17th and 18th and reaching its peak in the 19th. It still exists but the older santeros - carvers of cantos - are gone. One of them, Don Zoilo Cajigas y Sotomayor, died a few years ago at the age of 108 after having produced thousands of santos during his lifetime. Some young men adopted the craft but the urgent need for producing these little wooden figures no longer exists as the rural people have accepted the cheap plaster or plastic statuettes of modern progress.

In the early years of the craft there appear to have been two types of santeros - the professional and the amateur. The amateur earned his living at some job and perhaps only produced one santo either for his own pleasure or because he could not afford to buy from a professional. The professional, who may have been a carpenter and used to working with wood, spent most of his time producing santos and peddling them through the villages and rural districts. Even 50 years ago these peddlers could be seen traveling the roads of the island.

The Puerto Rican santos are generally under 20 inches high, often about eight or nine inches. The old ones were not carved in a single block but the hands and sometimes even the head were carved separately and then pegged into the trunk. The Christ Child of the Madonnas is also carved separately and then pegged in. Of course the pegged in parts are easily lost which accounts for the lack of hands on many antique santos and for many Madonnas without the Child. In general the santos were carved from hard tropical woods, often mahogany or cedar. A thin coating of gypsum was applied to the carved wooden surface, which gave the santo an elegant texture. Little is known about the paints used except that they were of vegetable origin. Modern santeros generally use softer woods,like pine, which are easier than the hard woods to handle, do not apply gypsum, but paint directly on the wood, using house paint.

Incidentally, there was another type of santo that was popular among the well-to-do families in the last century. It was much larger and only the head, neck and hands were carved, the rest of the figure being a wooden framework to be covered with robes. Wealthy women, especially those who were unmarried, spent much time making clothes of rich velvets and silks for their santos, a custom which gave rise to a Spanish saying in reference to spinsters, "She stayed behind to dress santos."

The best of the small santos, though unsophisticated, are so simply and well-designed that it is hard to realise they are the work of untrained artisans of a humble station in life. Perhaps in the beginning the santeros copied figures they had seen in the churches, but many men of the more remote rural countryside did not often travel the steep, winding trails to the towns where churches dominated the plaza. They must have depended to a great extent on their imaginations and many of them undoubtedly found joy in using their imaginations in the service of their religion.

Some of the santeros developed an individual style and if a son followed the craft, too, he might copy his father's style. In some families there were four or five generations of santeros, such as the famous Cabán family from Arecibo. For instance, one early santero never put crowns on the heads of his saints. Another used a particular shade of gray for the wooden base on which each santo stands. Another always painted the cloak of his Madonnas the same shade of blue. Others developed more subtle aspects, some of them achieving a simplicity that seems modern. Among the most famous santeros of the past were Espada, Espinosa, Pacheco, Tomasini, and Barros.

Collectors say that the most popular saints were the following: St. Anthony, who was considered helpful in finding lost articles or retrieving lost causes; the Virgin of Monserrat, a Catalan Virgin named for the place where she performed a miracle, is particularly popular because she is credited with having performed a miracle in Puerto Rico. Naturally there are different versions of her story, but in one she is said to have saved a basketmaker who had gone out to the fields to cut the reeds for his trade and was attacked by a savage bull. When the man called upon this Virgin to save him, the bull collapsed on his knees with such force that they were fractured. Other favorites are: the Virgin of Carmen who is the protector of sailors; the Three Kings who are considered saints in rural Puerto Rico and are called los Tres Santos Reyes (the Three Saintly Kings) and are of course included in the nacimientos or creches that many families, Catholic and Protestant, set up at Christmastime. The crucified Christ, the Holy Trinity, St. Raymond, St. Joseph, the Holy Family and St. Rita were also popular.

The santo always had a conspicuous place in the house of the rural owner and the relationship between him and his santo was very personal. The saints were supposed to intercede between God and man. Sometimes a person asked a saint for a favor and if the favor was granted, he acquired the image of that saint and whenever an additional favor was granted, he gave the santo a new coat of paint. The houses of the rural people in those days were flimsy constructions, often with sides of palm sheath and roofs of thatch, without protection from rain or wind or smoke from the wood fires outside the house which were used for cooking. Therefore repainting was needed to keep the figure in fair condition and unfortunately was often done by inexpert hands. One collector, Angel Botello Barros, sculptor and painter, says: "Some of the santos have several coats of paint which must be removed with extreme care. I had one that had been so often repainted that he had a mere ball for a head. When I got all the 18 coats of paint off, I found a very fine head underneath. Sometimes it took me a whole day to clean one santo." He also says that he has saved many santos from burning. "The poeple who owned them had become Protestants and no longer wanted the Catholic images." He says, too, that the santeros would never accept commissions for secular work because they believed their talent came as a gift from God and should only be used for religious purposes. "The santeros of Puerto Rico," he comments, "have stylized their art through the years to produce a marvelous and unique form of expression."

Dr. Monserrate says that sometimes the owner of a santo was so jealous of the care and love he had given it during his lifetime that he asked his family to burn his santo on the day of his own death and the family has concurred with this wish.

Though the santeros apparently knew little and cared little about the conventional representations of the different saints and Madonnas, they did adhere faithfully to the established symbols of each one of them. St. Anthony, for instance, always is shown with the Infant Jesús and a book. St. Joseph always carries a flowery stalk although in the simplification of the carving a flowery stalk or a spear or a banner may be represented by a long rod or walking cane. A sword or a dagger may come to look like the local machete, that ubiquitous knife of the agricultural worker. The original gift boxes of the Three Kings sometimes have resembled local basketry and on occasion have become guitars. It is interesting to note that the Three Kings of the santería are always mounted on horses, not camels. What could be more natural? No one has yet seen camels lurching along Puerto Rico's rural trails. But one convention is carefully forrowed. King Melchior is always black and he is depicted riding a white horse between the two white Kings.

The santos included in this kit are handcarved in Puerto Rico by present day artisans working directly under the supervision of the Puerto Rico Institute of Culture.

NOTE:

Special Thanks to the Puerto Rico Institute of Culture, San Juan, Puerto Ric and Srs. Ricardo Alegria and Raul Noriega, for their assistance with this program.

APPENDIX I

ED113408

A STUDY OF CURRICULUM AREAS FOR TEACHING IN A BILINGUAL PROGRAM
FOR GRADES 1 - 3

UD 015 503

Prepared by:
Nellie Duncan
Coordinator, E.S.A.A.

STUDENTS: All-Spanish and English Dominant

GRADE LEVEL: First Grade

CURRICULUM AREA: Dominant Language Arts
Speaking, Reading, & Writing

PROCESS OBJECTIVES:

MATERIALS:

Teachers will utilize Laidlaw Series/Bank St. Series. Teacher will utilize N.Y.C. Curriculum Guide for Language Arts.

TIME ALLOTMENT:

Teacher will allot 1½ hours a day for Dom. Language Arts.

SUGGESTED ACTIVITIES:

1) Teacher provides poems and songs for rhyming words.

2) Teacher provides games involving sounds for directions.

3) Teacher provides clear classroom directions.

4) Stress responding in complete sentences to teacher's questions, when appropriate.

5) Use specific and correct words in routine classroom functions.

6) Ask child to relate a favorite story - Teacher writes sequence as an experience chart.

7) Provide an oral story time - teacher reads a short story to children, ask questions to elicit main idea, related events.

8) Demonstrate left to right progression in reading and writing.

9) Ask for children to describe an activity in sequence - teacher writes it as an experience chart.

10) Demonstrate writing (printing) the alphabet for children to learn.

11) Ask for children to describe an experience - teacher writes it - children print a copy.

12) Ask for children to react to a class experience orally - then write a few simple sentences about it.

STUDENTS: Spanish Dominant

GRADE LEVEL: First Grade

CURRICULUM AREA: English as a Second Language

PROCESS OBJECTIVES:

MATERIALS:

Teacher will utilize and follow the N.Y.C. Curriculum Guide for First Grade ESL. Where available, teachers will utilize the Miami Linguistic Series or other approved materials.

TIME ALLOTTMENT:

Teacher will spend one period a day on ESL activities.

SUGGESTED ACTIVITIES:

1) Teacher will suggest simple games involving sounds for directions.

2) Teacher will utilize English for simple classroom routines.

3) Teachers may use hand puppets to act out dialogues in ESL.

4) Teachers will encourage students to use hand puppets to act out dialogues in ESL.

5) Teachers will encourage students to utilize games, songs and manipulations of relia to develop vocabulary in ESL.

6) Teachers will conduct trips through the neighborhood to build vocabulary.

7) Teachers will read short stories to children.

8) Reading in the second language after oral-aural mastery of the vocabulary of the second language which is to be read, probably at the end of the second semester.

Additionally, reading in the second language would only be introduced after reading is learned in their dominant language to a level appropriate fir first graders.

9) During the ESL time module, the teacher will speak only in English, even when responding to questions asked in Spanish.

STUDENTS: English Dominant/Spanish Speaking

GRADE LEVEL: First Grade

CURRICULUM AREA: Spanish as a Second Language

PROCESS OBJECTIVES:

MATERIALS:

Teacher will utilize and follow Project BEST SSL curriculum units and either Spanish Curriculum Development Center materials or PS 25 materials for SSL, or Hablan los Ninos.

Teachers will utilize teacher-made materials and experience charts contributed by children.

TIME ALLOTMENT:

1. Teacher will spend 1 period of the day on Spanish as a second language activities.
2. Ongoing enrichment of the 2nd language through physical activities, arts and crafts, music and routines.

SUGGESTED ACTIVITIES:

1) Teacher will suggest simple games involving sounds for directions.

2) Teacher will utilize Spanish for simple classroom routines and speak only in Spanish during SSL module.

3) Teachers will use hand puppets to act out dialogues in SSL.

4) Students can use hand puppets to act out dialogues in SSL.

5) Students can utilize games, songs and manipulation of relia to develop SSL vocabulary.

6) Teachers or paraprofessional can conduct trips through neighborhood to build vocabulary.

7) Teachers or paraprofessional can read short stories to children.

8) Children who are more fluent in Spanish can role play situations and dialogues for their classmates, for example: Greetings, Following directions. They can also dramatize stories read or told by teacher.

9) Teachers can provide a Spanish cultural center with realia relevant to the Spanish dominant children's cultures.

10) Teachers can provide posters and bulletin boards in Spanish related to areas the students are learning about, to create a bilingual setting.

11) Teachers can focus on sequence of activities by having class make a recipe, then recall necessary sequence of steps.

12) Reading in the second language would only be begun after oral-aural mastery of the vocabulary of the second language which is to be read, probably at the end of the second semester.

Additionally, reading in the second language would only be introduced after reading is learned in their dominant language to a level appropriate for first graders.

STUDENTS: English Monolingual

GRADE LEVEL: First Grade

CURRICULUM AREA: Spanish as a Second Language

PROCESS OBJECTIVES:

MATERIALS:

Teacher will utilize and follow Project BEST SSL curriculum units and either Spanish Curriculum Development Center materials or PS 25 materials for SSL or Hablan los Ninos. Teacher will utilize teacher-made materials and experience charts contributed by children.

TIME ALLOTMENT:

Teacher will spend 1 period of the day on Spanish as a second language activities.

SUGGESTED ACTIVITIES:

1) Teacher will utilize simple games involving sounds for directions.

2) Teacher will utilize Spanish for simple classroom routines.

3) Teachers may use hand puppets to act out dialogues in SSL.

4) Students will use hand puppets to act out dialogues in SSL.

5) Students will utilize games, songs and manipulation of realia to develop vocabulary in SSL.

6) Teachers and paraprofessionals can conduct trips through the neighborhood to reinforce and build vocabulary.

7) Teachers or paraprofessionals can read simple short stories to children.

8) Spanish-dominant students can role play situations and dialogues for their classmates ex. greetings, following directions.

9) Teachers with the children's, parents', and paraprofessional's input, may prepare a Spanish cultural center with realia relevant to the Spanish dominant children's cultures.

10) Teachers, children, parents, and paraprofessionals can provide posters and bulletin boards in Spanish related to areas the students are learning about to create a bilingual setting.

11) Reading in the second language would only be begun after oral-aural mastery of the vocabulary and sentence structure of the second language which is to be read, probably at the end of the second semester. Additionally, reading in the second language would only be introduced after reading is learned in their dominant language to a level appropriate for first graders.

STUDENTS: All

GRADE LEVEL: First Grade

CURRICULUM AREA: Math

PROCESS OBJECTIVES:

LANGUAGE OF INSTRUCTION:

English with Spanish linguistic summary for English Dominant students.

Spanish with English linguistic summary for Spanish Dominant students.

By the end of the year, all students will receive math in English with Spanish linguistic summary.

MATERIALS:

Teacher will utilize the N.Y.C. Board of Education Curriculum Guide and Scope and Sequence.

Teacher will use one of the following Texts:

Addison-Wesley Series (in Spanish and English)
Laidlaw Series, Sadlier or other Approved Series.

REFERENCES:

Today's Mathematics - SRA - Let's Explore Mathematics 1 thru 4.

TIME ALLOTMENT:

45 minutes of the day.

SUGGESTED ACTIVITIES:
Numeration:

1) Teacher will use classroom, schools and neighborhood experience to observe and identify number names, e.g. clock, calendar, addresses, subway stops.

Sets:

2) Teacher will use experience situations with actual objects such as poker chips to develop understanding of set concept members, empty set; one-to-one, two-to-one correspondence, such as a set of objects for a set of children.

3) Teacher will develop understanding of equal and unequal set.

4) Teacher will use activities to establish the idea of a "one more" order of sets of one, two, three, four, five, objects.

5) Teacher will associate the numeral with the number of objects in a set.

6) Teacher will develop understanding of the order of whole numbers through 12 by ordering sets of objects and asking students to do so; e.g. an ice cube tray marked from 1 - 12 with the approproate number of poker chips in each segment is suggested.

7) Teacher will compare two numbers using terms "4 is less than 5," "8 is greater than 7," demonstrating these concepts with real money.

8) Teacher will introduce the concept of even number and odd number through use of an abacus or pictures of objects in sets of even and odd numbers.

	EVEN		ODD
00	2	0	1
00 00	4	0 00	3
00 00 00	6	00 000 00	7

Numbers:

9) When children are lined up for restrooms, teachers may reinforce the understanding of the order of numbers zero through 10, and develop the ordinal use of numbers first through tenth and demonstrate the terms: before, after, between.

10) Teacher will use an abacus to introduce grouping by tens and ones to develop understanding of numbers 11 through 20.

11) Teacher will use discs, beads, abacus and other objects to develop the idea of adding 1 to the numbers 0, 1, 2, 3, 4, and will demonstrate number sentences using symbols +, =: $0+1=1$, $1+1=2$

12) Teacher will use materials such as discs, beads to develop the idea of subtracting 1 from the numbers 5, 4, 3, 2, 1, and demonstrate number sentences using symbols −, =.

13) Teacher will use both horizontal and vertical notation in demonstrating adding and subtracting.

14) Teacher will introduce zero. Use experiences leading to number sentences such as:

$1 + 0 = 1$
$0 + 2 = 2$
$3 + 0 = 3$
$1 - 0 = 1$
$3 - 3 = 0$

15) Using sets of objects, introduce concept of subtraction as comparison-difference. For example, how many more members are there in one set than in another?

MEASUREMENT: TIME:

16) Teacher will use experience situations to develop concept of time and use terms such as daytime, nighttime, today, tomorrow, yesterday, morning, noon, afternoon, night in relation to activities children are involved in at those times.

17) Teacher will use activities and the clock to develop telling time by the hour.

18) Teacher will use activities involving the calendar, to develop concept of time in terms of a day, a week, a month, names of the months and days, next Sunday, last Sunday, name of the day after, name of the day before.

MEASUREMENT: LENGTH:

19) Through explorations with a variety of objects including blocks, teacher will develop the concept of length and show the meaning of the comparative terms: longer, shorter, same length, longest, shortest.

20) Teacher will use non-standard units of length such as pencils, straws, strings of beads to measure the lengths of familiar objects. Use terms such as: Twice as long, one-fourth as long.

MEASUREMENT: WEIGHT:

21) Through exploration with a variety of objects and a scale develop the concept of weight and demonstrate the comparative terms: heavier, lighter, heaviest, lightest.

MEASUREMENT: CAPACITY:

22) Through explorations with red colored liquid, 2 marked measuring cups and containers of various shapes and sizes, develop concepts of capacity and conservation.

Teacher will demonstrate the meaning of full, almost full, empty, glassful, jarful, more, less.

MEASUREMENT: MONEY:

23) Teacher will use experience situations such as role playing "store" to develop relationship between five pennies and a nickel; 10 pennies and a dime, 25 pennies in a quarter.

MEASUREMENT: TEMPERATURE:

24) Teacher through activities will develop understanding that a thermometer is used to measure temperature. Include terms: higher-warmer; lower-colder.

GEOMETRY:

25) Teacher will use objects familiar to the children such as cereal boxes, a record, piece of pizza, shoe boxes, rectangular blocks to observe characteristics of rectangular solids and distinguish rectangles from squares, circles, triangles.

26) Teacher will demonstrate the meaning of the terms inside, outside, on, by having children stand inside and outside a circle and on a line.

27) Teacher will use activities and materials to develop geometric concepts of line and point, and show lines in all positions: horizontal, vertical, oblique.

FRACTIONAL NUMBERS:

28) Teacher will use 2 measuring cups filled with red colored liquid and a pie to develop understanding of halves; of halves and fourths, eights and thirds, and have children fold paper into halves, fourths.

GRAPHS:

29) Teacher will use experience situations, pictures, discs, cubes to graphically represent frequency and discuss and interpret graphical representations as a means of showing relationships.

PROBABILITY:

30) Use games such as "Guess Which Hand" to develop concept of probability. Note frequency of successful outcomes.

STUDENTS: All

GRADE LEVEL: First Grade

CURRICULUM AREA: Cross-Cultural Social Studies

PROCESS OBJECTIVES:

Language of Instruction:

In dominant language with linguistic summary in second language.

Materials:

1) N.Y.C. Board of Education Social Science Curriculum Guide.

2) Project BEST Puerto Rican History and Culture Unit developed by Migdalia Romero de Ortiz.

Time Allotment:

Three times a week, 45 minutes per day.

Suggested Activities:

1) Teacher will encourage the children to contribute to discussions from their own experiences, e.g. ask them for a song they may sing at home, a task they do at home.

2) Teacher will encourage each student to draw a picture of himself or herself and put it on the bulletin board.

3) Teacher will ask students for volunteers to bring in a photograph of his or her family and post it on bulletin board.

4) Teacher will encourage each student to discuss and role play the roles and responsibilities of various members of his or her family.

5) Teacher will encourage students to draw pictures of members of his or her family performing his/her responsibilities.

6) Students will observe and ask their family members about what they do, in order to make a list of responsibilities and contributions of each member of their families.

7) Each child will make a packet to include pictures from magazines of people cooperating in families, classrooms, and in the community.

8) Teacher will draw out the concept of interdependence in a family through discussion of the lists of activities and puctures children cut from magazines.

9) Teacher will compare the interdependence in a family to that in a community.

10) Teacher will initiate discussions of how families are alike across cultures; all use language, all have a culture, a system of customs, laws, justice; similar physical and emotional needs; shelter, food, clothing, sleep, companionship, fun, art music, dance.

11) Class will make a calendar each month and identify the holidays of all cultures represented in the dassroom, and children will be encouraged to discuss how their family celebrates their holidays.

12) Teacher will draw out concept of cooperation by asking class to contribute to list of activities necessary for harmonious classroom interaction; i.e. "traffic" rules; clean-up; distributing juice and cookies; erasing blackboards.

13) Teacher will develop "Choice Chart" for students to put their name tag on various classroom jobs they will do for a week.

14) Teacher will take trips to places of interest in and beyond the neighborhood, to Museum of Natural History, Museo del Barrio, Museum of the American Indian.

STUDENTS: English and Spanish Dominant

GRADE LEVEL: Second Grade

CURRICULUM AREA: Language Arts

PROCESS OBJECTIVES:

Language of Instruction:

Dominant language of the children

Materials:

1) 2nd grade reading series, including accompanying workbook, being utilized in each school.
2) Experience charts
3) Teacher made materials

Time Allotment;

1a) English Language Arts - 2 periods daily
2a) Spanish Language Arts - 2 periods daily

Suggested Activities:

1) Teacher will group the students based on performance and level of language achievement. (Oral and Written)
2) The teacher will utilize the teacher's guide of the readers for suggested activities.
3) Teacher will utilize flash cards, audiovisual aids and realia in order to increase oral proficiency in either language.
4) Students can utilize hand puppets to act out dialogues.
5) Students will use the workbooks accompanying readers.

STUDENTS: Spanish Dominant

GRADE LEVEL: Second Grade

CURRICULUM AREA: English as a Second Language

PROCESS OBJECTIVES:

MATERIALS:

1) Handbook of Language Arts, Pre-K Kindergarten, Grades One and Two, Bureau of Curriculum Development, Board of Education, NYC
2) Miami Linguistic Readers
3) Banks Street Readers or other approved materials.
4) Commercially Prepared Materials in ESL.
5) Teacher-prepared Materials in ESL.

TIME ALLOTMENT:

A minimum of 1 period a day.

SUGGESTED ACTIVITIES:
Activities suggested for Grade One, plus the following:

1) Teacher will provide activities integrating the four language skills.
2) Teacher will present varied sound/symbol association activities.
3) Teacher will present new words in context using a variety of techniques.
4) Teacher will provide opportunity to hear, repeat and practice recurring patterns.
5) Teacher will provide frequent opportunities to speak in the new language.
6) Teacher will use a variety of visual aids.
7) Teacher will provide ample opportunity to write in the new language.
8) Teacher will provide activities taking cognizance of individual differences in learning English.

9) Teacher will provide systematic review of vocabulary and structure and will incorporate previously learned materials into new learning experiences.

10) Teacher will provide exercises in writing from dictation.

STUDENTS: English Dominant/Spanish Speaking

GRADE LEVEL: Second Grade

CURRICULUM AREA: Spanish as a Second Language

PROCESS OBJECTIVES:

MATERIALS:

1) Teacher will utilize and follow Project BEST SSL Curriculum units and either Spanish Curriculum Development Center materials or P.S. 25 materials for SSL or Hablan los Ninos.

2) Teachers will utilize teacher-made materials and experience chart made with the children.

TIME ALLOTMENT:

Children will be given, 1 period (45 minutes) a day on Second Language in struction.

SUGGESTED ACTIVITIES:

1) On going enrichment of the 2nd language through Physical Activities, Arts & Crafts, Music and routines.

2) The teacher will use the Second Language for linguistic summaries of mathematic lesson.

3) The teacher will use Spanish for classroom routines and speak only in Spanish during SSL module.

4) Teachers will use hand puppets to act out dialogues in SSL.

5) Teachers will utilize games, songs and manipulative realia to develop SSL vocabulary.

6) Teachers, Paraprofessionals and children will go on trips to reinforce the language learning.

STUDENTS: English Monolingual

GRADE LEVEL: Second Grade

CURRICULUM AREA: Spanish as a Second Language

PROCESS OBJECTIVES:

MATERIALS:

1) Teacher will use and follow Project BEST SSL curriculum units and either Spanish Curriculum Center materials or PS 25 materials for SSL or Hablan los Ninos.

2) Teacher will utilize teacher made materials and experience charts prepared with the children.

TIME ALLOTMENT:

Teacher will spend 1 period of the day on Spanish as a Second Language.

SUGGESTED ACTIVITIES:

1) Teacher and paraprofessionals will teach songs to reinforce the SSL.

2) Teacher and paraprofessionals will utilize Spanish for simple classroom routines.

3) Teacher, paraprofessionals and students may use hand puppets to act out dialogues in SSL.

4) Students and teacher can utilize games and manipulative realia to develop vocabulary in SSL.

5) The group can go on trips to build vocabulary and get acquainted with the Spanish-speaking section in the neighborhood.

6) The Spanish-speaking students can role play situations and dialogues for their classmates.

7) Teacher will have a Spanish cultural center with realia relevant to the Spanish-speaking children's cultures.

8) Teachers, students, parents, and paraprofessionals can display posters and bulletin boards in Spanish related to areas that the children are learning about, to create a bilingual setting.

9) Reading in the Second Language will begin on the 2nd term of the 2nd grade after oral-aural mastery of the vocabulary and sentence structure of the second language which is to be read.

a. Children will be introduced to reading first through flash cards and experience charts.

b. Reading in the Second Language would only be introduced after reading is learned in their dominant language.

STUDENTS: All

GRADE LEVEL: Second Grade

CURRICULUM AREA: Math

PROCESS OBJECTIVES:

Language of Instruction:

English with Spanish linguistic summary.

Materials:

Teacher will utilize the N.Y.C. Board of Education Curriculum Guide and Scope and Sequence for second grade.

Teacher will use, from among the following texts:

Addison-Wesley Series (in Spanish and English)
Laidlow Math Series
Sadlier Series

REFERENCES: Today's Mathematics - SRA
Teachers will utilize games and manipulative materials: Superstructure, cuiseniere rods, games with dice, counting squares, Monopoly.

Time Allotment:

45 minutes of the day.

SUGGESTED ACTIVITIES:

1) Teacher will demonstrate concept through manipulation of real objects, and encourage students to do the same.

2) Teacher will use classroom, school and neighborhood experiences to observe and review number names and order, e.g. clock, calendar, addresses, subway stops.

3) Teacher will set up math conman allowing for individualization of math thru the use of games and activity cards.

SETS:

4) Teacher will use experience situations with actual objects such as poker chips to review set concepts: numbers, empty set; one-to-one, two-to-one, many-to-one, correspondence, such as a set of objects for a set of children; equal and unequal sets.

5) Teacher will review the order of whole numbers through 12 by ordering sets of objects and asking students to do so: e.g. an ice cube tray marked from 1 - 12 with the appropriate number or poker chips in each section is suggested.

6) Teacher will review the concept of even numbers and odd numbers through use of abacus or pictures of objects in sets of even and odd numbers, i.e.

	EVEN		ODD
4	00 00	5	00 000
6	000 000	7	000 0000

ORDINAL NUMBERS:

7) When children are lined up for restrooms, teachers may demonstrate the order of numbers one through 20 and develop the ordinal use of numbers first through twentieth and review the terms: before, after, between.

8) Teacher will use an abacus to review grouping by tens and ones to develop understanding of numbers 11 through 100.

ADDITION:

9) Teacher will use discs, beads, abacus and other objects to review the idea of adding a number to the number 0 - 10, and will demonstrate number sentences using symbols +, =: 0 + 1= 1, 1 + 1 = 2, etc.

SUBTRACTION:

10) Teacher will use materials such as discs and beads to review the idea of subtracting a number from two-digit number, and demonstrate number sentences using symbols -, =.

11) Teacher will demonstrate both horizontal and vertical notation in adding and subtracting and give same problems in both forms.

12) Teacher will review zero and use experiences leading to number sentences such as:

1 + 0 = 1
0 + 2 = 2

1 - 0 = 1
3 - 3 = 0

PROBLEM SOLVING:

13) Teacher will develop concept of a mathematical sentence as "true" or "false", as well as "open", using objects to demonstrate the "true" numerical relationships.

ADDITION:

14) Teacher will relate joining of sets to addition of objects as well as numbers, and will explain the commutative property of numbers; e.g. that 3 + 2 = 2 + 3.

15) Teacher will demonstrate sum of two addends, one of which is a 2-digit number, using horizontal form.

16) Teacher will demonstrate that 2-digit numbers are made up of tens and ones:

$$\begin{array}{l} 5 \text{ tens} + 4 \text{ ones} \\ \underline{3 \text{ tens} + 5 \text{ ones}} \\ 8 \text{ tens} + 9 \text{ ones} = 89 \end{array}$$

SUBTRACTION:

17) Using sets of objects, review concept of subtraction as comparison-difference. For example, how many more numbers are there in one set than in another? Remove a subset and find the "remainder."

18) Using objects, review concept that addition and subtraction are related operations - review terms: less than, greater than.

MEASUREMENT: TIME:

19) Teacher will use experience situations to review concept of time and use terms such as daytime, nighttime, today, tomorrow, yesterday, morning, noon, afternoon, night in relation to activities children are involved in at those times.

20) Teacher will use activities and the clock to develop telling time by the hour and half-hour.

21) Teacher will have children make a calendar for each month and review concept of time in terms of a day, a week, a month; names and order of the months and days; number of days in a month; of months in a year.

MEASUREMENT: LENGTH:

22) Through explorations with a variety of objects and an expanding ruler, teacher will review the concept of length and show the meaning of the comparative terms: longer, shorter, same length, longest, shortest.

23) Teacher will use a ruler to demonstrate the relationship: 1 foot - 12 inches, and fractions of an inch.

MEASUREMENT: WEIGHT:

24) Through student exploration with a variety of objects and a scale, develop the concept of weight and demonstrate the comparative terms: heavier, lighter, heaviest, lightest and standard units; pound, ounces, equivalence.

MEASUREMENT: CAPACITY:

25) Through explorations with red colored liquid, 2 marked measuring cups and containers of various shapes and sizes, develop concepts of capacity and conservation of quantity. Students can pour the number of cups it takes to fill a quart and discuss fractions. Teacher will demonstrate the meaning of full, almost full, empty, more, less, quart, cup, pint.

MEASUREMENT: MONEY:

26) Teacher will use experience situations such as role playing "store" to review relationship between five pennies and a nickel; 10 pennies and a dime, 25 pennies in a quarter, 2 quarters = 50 cents: half dollar. Relationship of 1 to 10 to 100.

MEASUREMENT: TEMPERATURE:

27) Teacher through activities such as dropping an ice cube into room-temperature water will demonstrate that a thermometer is used to measure temperature. Include terms: higher-warmer; lower-colder; use scale to record by fives, tens.

GEOMETRY:

28) Teacher will use pegboard and can cut out large examples of rectangles, squares, circles, and triangles, label them and paint them different colors.

29) Students will use paint blots on folded paper to understand symmetrical and asymmetrical figures.

FRACTIONS: NUMBERS:

30) Teacher will use 2 measuring cups filled with red colored liquid to demonstrate halves; halves and fourths, eights and thirds and use cuisiniere rods to develop understanding of equivalence; 2/4 - 1/2 and 5/4 = 1 1/4. Demonstrate dozen eggs, half a dozen.

MULTIPLICATION OF WHOLE NUMBERS:

31) Use physical objects to develop concept of multiplication as the union of equivalent sets i.e. sets of twos; 3 twos, 4 twos, 5 twos.

32) Demonstrate commutative property of numbers when multiplying, 2 x 6 = 6 x 2.

DIVISION OF WHOLE NUMBERS:

33) Using physical objects, develop concept of division by demonstrating dividing a set into equal subsets, count by twos to six, find the number of twos in six; use an abacus to demonstrate 2 fours, 3 tens, etc., the number of fours in 8.

DIVISION OF WHOLE NUMBERS:

34) Demonstrate rounding numbers to the nearest ten. Suggest estimating as a check when problem solving.

PROBABILITY:

35) Have children toss a coin one hundred times to develop concept of probability. Note frequency of successful outcomes.

PROBLEM SOLVING:

36) Develop procedure for analyzing and solving problems:

1. select information to be used in solving problem
2. select operation to be used and give reasons
3. express problem in different ways using mathematical sentences
4. use estimation

REASONING:

37) Demonstrate deductive reasoning: if A) B and B) C, then A) C
with actual examples from class.
If Pablo is taller than Maria and Maria is taller than Felice, then Pablo is taller than Felice.

GRAPHS:

38) Drawing on experiences in social studies, have class develop graphs e.g. of birthdays - how many in each month?; of the number of students who have a specific number of members of their family; use tallying, then graph.

STUDENTS: All

GRADE LEVEL: Second Grade

CURRICULUM AREA: Cross Cultural Social Studies

PROCESS OBJECTIVES:

Language of Instruction:

Dominant Language with linguistic summary in other language.

Materials:

N.Y.C. Board of Education Curriculum Guide. P.S. 25 Social Studies Units.

Time Allotment:

45 minutes per day three times a week.

Suggested Activities:

1) Teacher will encourage students to contribute to class discussions.

2) Student will name the members of his family (father, mother, grandmother) and how each one helps and contributes to the family - particularly how he/she contributes.

3) Students will role play various members of their families.

4) Teacher will develop concept of interdependence and cooperation by asking class members: to contribute to list of activities necessary for harmonious classroom functioning; to volunteer to be responsible for an activity on a weekly basis.

5) Teacher will introduce discussion of how family values vary and encourage students to contribute rules in their family which reflect values.

6) After classroom rules of behavior are developed by the class, guided by the teacher, compare classroom rules with family rules.

7) Teacher will introduce ways in which people are similar across cultures by asking class members to describe how their families communicate with each other (through language and non-verbally), how they celebrate holidays, birthdays, how all need sleep, food, enjoy music, friends, joking, live part of our lives in family units.

8) Collect pictures of members of different families (different ethnic groups) doing the same activity: Mother feeding the baby, Father at work, Children feeding their pet, and tell a story about it.

9) The students will contribute and listen to folktales, stories and songs based on historical events.

10) Students will listen and dramatize Puerto Rican folklore stories such as "Juan Bobo"; sing folkloric songs like "Turulete."

11) Listen to and play singing games from other nations e.g. Africa as well as Puerto Rico and U.S.A.

12) Students will participate in assembly where dances, poems, folk songs and music from the various cultures represented in the school are shared.

13) The children will take several trips to observe the different occupations in which people in their community are engaged.

14) The students can role play various jobs held by community workers.

15) The students will visit the museum to see some of the exhibits of arts and crafts of long ago and find their similarity to some of the objects of today.

16) Make clay pots, jewelry from clay and beads or seeds.

17) Compare past individual and family work with present specialization and industrialization - benefits: (today's greater variety of products; economy; increased production) and problems: (to the ecology, boring, repetitive work etc.)

18) Paint a mural cooperatively to tell a story about an important event in the history of Puerto Rico and also mainland U.S.A.

STUDENTS: Spanish Dominant

GRADE LEVEL: Third Grade

CURRICULUM AREA: Spanish Language Arts

PROCESS OBJECTIVES:

LANGUAGE OF INSTRUCTION: Spanish

MATERIALS:

1) Laidlaw Brothers Reading Series

2) Mis primeras lecturas - Houghton Mifflin

3) And other approved material.

TIME ALLOTMENT:

45 minutes per day

SUGGESTED ACTIVITIES:

1) The teacher will give the students practice in the recognition of consonant blends through the following exercise:

Students will circle the consonant blend in the words orally presented by the teacher. (Example of words orally presented by the teacher:)

CONSONANT BLEND:

1.	bl, tr, gl	1.	tropical
2.	gr, br, fr	2.	agradecido
3.	cl, bl, cr	3.	nublado
4.	pr, fr, pl	4.	fragancia
5.	dl, br, dr	5.	noviembre

2) Through a list of words prepared by the teacher, students will be able to underline the word which has the same dipthong as the dictated word.

For example, the teacher reads the word jaula, and the student will underline the word which has the au dipthong.

Example: Teacher says circle the word that has the same dipthong as jaula, bueno, fuego, aula.

3) Through the following exercise the teacher will give practice in consonant blend substitution. Given a list of words students will substitute the initial consonant blends by the ones suggested by the teacher.

gr	bl	tr	fr	cl	pr
prima	franca	frisa	presa	graba	fruta
__ima	__anca	__isa	__esa	__aba	__uta

4) Through the following exercise the teacher will give practice in the recognition of silent "h".

Example:

Cross out the silent letter
hueso, hacha, ahora, bohio

5) Through the following exercise the teacher will give practice in word syllabication.

Example:
Circle the number of syllables in each word.

carpintero	1	2	3	4
alto	1	2	3	4
mas	1	2	3	4
yo	1	2	3	4

6) The teacher will give practice in identifying the variant vowel sound of "y" and "i" through this exercise.

Example:
Underline the letter that says the sound "i"
muy hoy yo
lamina fui

7) Through a given list of words prepared by the teacher, the children will be able to read them correctly.

Example:
abriguito, aguita, manguera, Mayaguez

8) Through a given list of words prepared by the teacher, the children will be able to read them correctly.

Example:
tierra, Rosa, cerros, corriente, arriba, rocio.

STRUCTURAL ANALYSIS:

9) (Regular) Write the plural for the following words.

camion ______________ aeropuerto ______________

(irregular)

feliz ______________ pez ______________

10) Through the following activity prepared by the teacher the student will be able to recognize, understand and use prefixes:

Given three prefixes the students will choose the correct prefix and write it into the word (example with adjective)

des un in
feliz
____
lo que guiere desir
bueno, contento, simpatico, triste

11) By means of drawings the teacher will help students to describe relationships between them using degrees of comparison.

Example:
Given 3 drawings (i.e. of a house) the student will be able to describe the relationship between them by using the correct form of the comparative and superlative.

12) After working on several examples using pictures and objects the teacher will give students a list of nouns and they will write the diminutive, augmentative and despreciatory.

Example:

zapato	zapatito	zapatote	zapatuclro
libro	bibrito	librote	librillo
perro	perrito	perrote	perrillo

13) Through the following exercise the teacher will help students to choose the correct form of possesive pronoun to complete the sentence.

Example:
Fill in the blank with the correct form.
Este es ___________libro (mio, mi)

14) Through the following exercise the teacher will help students to be able to identify the referent of a certain pronoun.

Example:
Given a few sentences the student will identify the referent of a certain pronoun.

1. Juan dio un libro a Maria. Ella lo cogio.
   Ella se refiere a __________.
   lo se refeire a __________.
2. Los ninos juegan con la bola. Ellos la tira de un lado a otro.
   Ellos se refiere a __________.
   La se refiere a __________.

15) The teacher will prepare a list of words and help children to identify compound words.

Example:

Circle the two words that are contained in the following list of compound words.

nochebuena
sacapuntas
rascacielos
altamar

16) Through the use of transformation exercises and filling blank exercises the teacher will give the students practice in the correct usage of present past and future.

Example:

Given a sentence in the present, the student will be able to change it to past and future.

Fill in the blank with the correct form of verb.
Escribo una carta a mi mama
Ayer _______una carta a mi mama.
Manana ______" " " " " .

17) Through filling blank exercises the teacher will help children to demonstrate subject-verb agreement.

Example:

Given a sentence, the children will select the correct forms of the verb that agrees with the noun, or nouns.

Los ninos __________en el parque.
juega   jugamos   juegare

Tu y yo __________en la escucla.
estudias,   estudio,   estudiamos

18) Through the following exercise the teacher will give practice in identifying types of information.

Example:

Given a sentence children will be able to classify the different type of information given.

1. Bajo al arbol los ninos juegan alegremente porque estan contentos.
2. Todos los dias van al colmado rapidamente, porque despues quieren jugar.
   donde?   cuando?   como?   por que?
   porque estan contentos
3. bajo el arbol   alegremente   porque estan contentos
4. al colmado   todos los dias   rapidamente porque quieren, Jugar

19) The teacher will use the following exercise to give practice in using punctuation marks.

Example:

Place the punctuation mark where it is needed.

1. Caperueita Roja grito fuertemente, Socorro
2. Los Tainos eran muy buenos pescadores
3. Quien descubrio la isla de Puerto Rico.

20) The teacher will give practice in synonyms and antonyms through the following exercise:

Given a list of words, the students will be able to pair correctly the synonyms or antonyms.

SYNONYMS		ANTONYMS	
deprimido	choza	aspero	castillo
anciano	ansenar	riqueza	perder
cabana	triste	invierno	suave
mostrar	viejo	bohio	verano
rapido	ligero	ganar	pobreza

21) The teacher will give practice in the classification of common nouns and proper nouns through the following exercise.

Given a list of nouns they will write them under the proper columns. proper and common e.g. lion, Mr. Simmon, doll

Common nouns	Proper nouns
lion	
doll	

LITERAL COMPREHENSION:

22) Teacher will give practice in sequence of events through the following exercise.

Example:

After reading a paragraph or story students will indicate when an event happened in relation to other events or select the correct arrangement of a series of events or indicate the specific part of a story in which the event or action occurred.

23) Teacher will help student to recognize the setting through the following exercise.

After reading a selection or story children will answer the following questions.

Cundo ocurrio la accion?
Donde " " " ?
Porque " " " ?

24) Teacher will give practice in the recall of specific details through the following exercise.

After reading a selection students will

a- select from among possible facts (action, places, names, descriptive words, etc.) the one that occurred in the story.

b- completing sentences that list part of the details in the story.

c- naming the part of the story in which certain events occurred.

d- identifying true statements about the story.

INTERPRETIVE:

25) The teacher will give the students practice in recognizing cause and effect in a selection by asking students to;

a- match groups of causes and effects
Ex: El nino estaba llorando proque ___________.
1- tenia dolor de estomago
2- no pudo ir a la fiesta
3- tenia hambre

b- Porque lloraba el nino?

26) The teacher will give the students practice in making inferences by asking questions such as;

Que crees que le paso al pollito "Kikiriki" despues de la lluvia?

Porque crees que el nino estaba triste?

27) The teacher will give practice in drawing conclusions by means of the following activities.

1- After reading a selection students will:
   a- identify or supply the logical conclusion.
   b- answer questions that require conclusions to be drawn.
   c- choose the best of several conclusions
   d- identify clues in reading materials that lead to a conclusion.
   Ex: Que te hizo pensar que ..______?

2- After reading a story or selection pupils will answer questions like:
   Que crees que pasara luego?

28) Through the following exercises the teacher will give students practice in anticipating or predicting future action.

a- Given an incomplete story let the students supply the ending.
b- Given a synopsis in which a character faces a problem which must be solved or in which sequence of events is initrated, the students are asked to suggest logical outcomes or decisions, e.g., what would you do? What should he/she do?

29) Through the following exercise the teacher will give students practice in recognizing the main idea in a selection.

Example:

After reading a selection students will:
a- select the most appropriate title.
b- choose the word, phrase or sentence that tells the main idea.

30) The teacher will give the students practice in character analysis through the following exercises.

After reading a selection students will:
a- identify or describe the feelings of a character at a particular time or throughout the selection.
b- indicate or describe the reason for a character's action.
c- select or identify characters names, attitudes manner of speech and descriptive words or sentences e.g.,
Que palabras usarias para describir el personaje pricipal?

agradable　　malvado
fuerte　　guapo

31) The teacher will give the students practice in identifying descriptive words or phrases from the given ones, e.g., selectiona la frase decriptiva bosques sombrios
gente que vivio por muchos anos

32) The teacher will give students practice in recognizing idioms from a given selection.

33) Teacher will give practice in recognizing and defining similes and metaphors through discussion of similes and metaphors found in a reading selection.

Example:

Que quiere decir? La nieve de los anos se reflejaba en su modo de actuar.

CRITICAL COMPREHENSION:

34) Teacher will give students practice in making judgment by having them select or give the solution to a problem, e.g.

Que crees que deben hacer?

35) Teacher will give students practice in recognizing literary forms by asking them to determine whether a selection read is a fable, a __________ or a __________ and to describe the literary form.

36) Through the following exercise the teacher will give students practice in distinguishing between fantasy and reality in a written selection.

Example:

After reading a selection students will identify elements in the selection that could or could not be true, e.g.

Selecciona aquellos acontecimentos que son ciertos de acuerdo con la seleccion leida.

1- El forastero llego.
2- El forastero se encontro con su hermano.
3- El forastero espero muchos dias.

Answer: 1 and 2

37) The teacher will help students recognize the purpose of the author by discussing advertisements, jokes, and other type of selections to determine whether their purpose is to inform or to entertain.

38) The teacher will help the students recognize symbolism by asking them to explain certain words and expressions in a selection.

WRITING:

39) The teacher will provide practice in cursive writing through both classroom and homework penmanship exercises.

40) Through the use of controlled composition and creative writing the teacher will provide practice for students to express their idea in writing.

STUDENTS: English Dominant

GRADE LEVEL: Third Grade

CURRICULUM AREA: Language Arts - English

PROCESS OBJECTIVES:

Materials:

Teacher will utilize Laidlaw Series/Bank St. Series

Teacher will utilize N.Y.C. Curriculum Guide for Language Arts

Time Allotment:

45 minutes a day

Suggested Activities:

1) Teacher will use charts and teacher made materials based on students experience.

2) Teacher will use pictures, puppets, commercial instructional materials and regular curriculum guides.

3) Teacher will use games and lists of parts of words to build new ones.

STUDENTS: All

GRADE LEVEL: Third Grade

CURRICULUM AREA: Mathematics

PROCESS OBJECTIVES:

Language of Instruction:

English with Spanish linguistic summary

Materials:

Teacher will utilize the N.Y.C. Curriculum Guide and Scope and Sequence. Teachers will use one of the following Texts:

Elementary School Mathematics - Addison Wesley
Duplicator Masters
Pictorial Representation "Graphs", "Computations" and Structure; John Wiley and Sons, Inc.
Sadlier Mathematics Program, and other approved series.

TIME ALLOTMENT:

45 minutes of the day.

SUGGESTED ACTIVITIES:

A. Numeration:

1. Through the use of materials such as squares, blocks, abacus, etc. the teacher will provide practice for students to count by hundreds and tens to 10 hundreds and to group by thousand, hundred and ones.

2. Through the use of materials such as bundles of sticks and abacus, the teacher will provide practice for students to:

   a. group by thousands, hundreds, tens, and ones objects and numberals.

Th.	Hund.	Tens.	Ones
9	9	9	9

   b. read and write numerals for numbers to 10,000.

1) Teacher will demonstrate concepts through manipulation of real objects, and encourage students to do the same.

2) Teacher will set up a math corner to encourage the individualization of learning math through students use of games, manipulative materials and activity cards.

3) The teacher will provide practice in the Roman numerals through the following activity:

Given a list of numerals the students will write the equivalent Roman numbers I, V, X, etc.

4) By using real money coins or paper money, the teacher will help students to record money value in dollars and cents.

ADDITION AND SUBTRACTION:

5) Through written exercises the teacher will help students to sum and subtract a 3 digit numeral and two exchanges, e.g.

$$\begin{array}{r} 275 \\ +126 \\ \hline \end{array} \qquad \begin{array}{r} 334 \\ -146 \\ \hline \end{array}$$

6) Teacher will give students practice in adding columns of dollars and cents numberals with exchange by using duplicating masters exercises.

MULTIPLICATION:

7) Through games and multiplication exercises the teacher will provide practice for students on multiple facts 2 through 9.

8) Through the use of duplicating masters the teacher will give practice in multiplying 2 digit numerals by 1 digit numeral vertically and horizontally with or without exchange.

9) The teacher will give practice in the distributive property of multiplication over addition, e.g.

$$\begin{array}{ll} 9x2=18 & 13x2=(10+3)x2 \\ 10x2=(9+1)x2 & \quad =(10x2)+(3x2) \\ 10x2=(9x2)+(1x2) & \quad =20+6 \\ \quad =18+2 & \quad =26 \\ \quad =20 & \end{array}$$

DIVISION:

10) Through the use of objects, fruits, figures, etc. (partitioning them into equivalent subsets) the teacher will provide practice for students in basic division facts up to the facts of nines through the number of nines in 81, and help them understand the multiplication and division are related operations with the same commutative properties.

Example: $2x2-4$ $2\overline{)\,4}$ $4-2=\boxed{}$ $4x5=20;$ $5x4=20$

$4\overline{)\,20}$ $20-4=\boxed{}$ $20-5=\boxed{}$

FRACTIONAL NUMBERS:

11) Through the use of cuisinaire rods, cucles, squares, rectangles and triangles the teacher will help children understand fractional numbers and find fractional parts of objects and numbers, e.g., 1/2, 1/3, 1/6, etc.

12) After teaching the equivalent words for fractional numbers the teacher will give a practice exercise for the students to fill in the blank with the equivalent words for fractional numbers 1/2 through 1/8, e.g.

1/2 half, 2/2 two halves, 1/5 ________, 3/4 three _______, etc.

GEOMETRY:

13) Through the use of drawings and pictures the teacher will help student to recognize the different kinds of lines.

14) By using two demensional shapes and three demensional shapes the teacher will help students to recognize and understand the properties of plane figures as compared to three-dimensional figures.

15) By using objects, two demensional shapes and three demensional shapes the teacher will help students to recognize the line of symmetry.

MEASUREMENT:

16) Through measuring the length and width of objects in the classroom the teacher will help children use and understand linear measurements.

17) By measuring liquids and solids in the classroom the teacher will help students to use and understand measurements of liquids and solids.

18) Through the use of the clock and the calendar the teacher will help students to recognize, understand and use measurements of time.

19) By using the thermometer the teacher will help students understand and use measurements of temperatures and understand related vocabulary.

20) By using real situations the teacher will help students to make numerical comparisons of time and speed.

PROBLEM SOLVING: REASONING

21) The teacher will give practice in the solution of simple problems using addition, subtraction, multiplication and division.

STUDENTS: All

GRADE LEVEL: Third Grade

CURRICULUM AREA: Cross-Cultural Social Studies

PROCESS OBJECTIVES:

Language of Instruction:

1. Alternate use of English and Spanish for selected units and linguistic summaries in the other language.

Materials:

1. New York City Board of Education Social Studies Curriculum Bulletin: Third Grade - Cultures Around the World (see attached)
2. History of the Indians of Puerto Rico - Coleccion de Estudios Puertorriquenos.
3. Conociendo a Borinquen.
4. Exploring American Neighbors in Latin American and Canada, Follet Publishing Company.
5. Geografia de Puerto Rico, Dept. de Instruccion Publica de Puerto Rico.
6. Music for the Humanities.
7. Around Africa in Songs.

Time Allotment:

1. Time distribution: Teacher will devote three consecutive days (one period each day) to the teaching of Social Studies.
2. Language distribution:
   a) Teacher will present selected S.S. units in Spanish and others in English, without repeating lessons.

   b) Teacher will devote 25 minutes of a 45-minute lesson to the presentation of content for concept and skill development in English or Spanish and the remaining 15 to 20 minutes to a linguistically controlled review as well as to the follow-up activities in the other language.

SUGGESTED ACTIVITIES:

1. Through the use of class discussion, panels, oral reports, interpretation of maps, globes and pictures and preparations of class terrarium, teachers will guide students to understand how people live in the following regions:

   a) Desert regions - Arabian Desert, Negev Desert

   b) tropical rain forest - El Yunque Tropical Forest in Puerto Rico, the Amazon Rain Forest

   c) grasslands - the Argentina Pampas, the African Savannas

   d) Northern Forest - the Canadian Forest Lands, the Alaskan Forests Lands, Forest Lands of Northern Scandinavia

   e) mountain regions - Cordillera Central in Puerto Rico, the American Rockies, the Alps in Switzerland

2. Teachers will utilize filmstrips, panel discussions, interpretation of pictures, maps, and globes to guide students to understand how human life is affected by geographical factors and how humans respond in varied ways to the challenges of their environment in different regions.

3. Teachers can contrast the difference in human attitudes, i.e. reliance on humans' own efforts to control nature in a culture which has learned irrigation compared to attitudes of dependence on ritual or magic in cultures dependent completely on unpredictable rainfall.

4. Through picture displays, dramatizations, panel discussions, role playing, story telling and dramatizations, the teacher will help students understand the major patterns of culture of Puerto Rico, U.S.A., Africa, South American and Europe.

   a) opportunity for dramatization of family life in different cultures will be provided.

   b) Trips to museums of art and history will give students the opportunity to observe and get acquainted with the arts and the historical records, artifacts, written records and realia of the cultures being studied.

   c) discussion of religious beliefs will also broaden students understanding of society and family values.

d) analysis, interpreting and organizing information collected from the news media (newspaper, radio and television) will provide insight into the rules and laws of the society.

5. Through the interpretation, organization, and analysis of information collected from the news media the teacher will develop in students insight into the rules, values and patterns of behavior of the group being studied e.g. people from Nigeria, the Alps, Las Pampas, U.S.A. and Puerto Rico.

6. Teacher will use class discussion, filmstrips, maps and oral reports to help students understand that men have similar basic needs which they meet in different ways depending on the geographical and social conditions.

7. Through the study of different societies and by comparing their social structures, the teacher will lead students to understand and conclude that basic social institutions e.g. family, religion, education, government, etc. exist in all societies.

8. Through the comparison of the behavior of people in different societies the teacher will lead students to understand that people take pride in the cultural achievements of their group. Teacher will help students to know and understand their own cultural heritage as well as each other.

Appendix E

DELICIOUS PUERTO Rican RECIPES
FOR CHILDREN

Prepared by:
Nellie R. Duncan
Nova Participant #2

PUERTO RICAN COOKING FOR CHILDREN

Puerto Rican cookery can be simple, yet satisfying and different. It is a combination of Spanish and native dishes. The recipes included in this booklet are dishes native to Puerto Rico or adopted from Spanish cooking are frequently used in Puerto Rican meals and can be used in cooking activities for children.

SOME FACTS ABOUT PUERTO RICAN FOODS

1. Puerto Rican fruits have a higher vitamin C content than any fresh or canned imported fruits.

2. Acerolas, Guava, Cashew, Papaya, and Mango stand tops in vitamin C content.

3. There is always a fruit high in vitamin C in season in Puerto Rico.

4. "Viandas" or starchy vegetables offer variety and palatability to meals and may be used as potato substitutes. "Viandas" may be prepared in various ways, such as stuffed, souffle, croquettes, puree or fried.

5. Yello Yautias, squash and sweet potato are more nutritious than white "viandas."

6. All nutrition requirements for a perfect diet may be obtained on the basis of rice, beans and "viandas", if other foods are added.

7. Stewed beans are a nutritious food.

8. All beans are not equally nutritious. It has been proved scientifically that chick-peas lead in the list while kidney beans are lowest. Greater use of chick-peas should be stimulated.

"SOFRITO" (Basis of Puerto Rico Stew)

Ingredients

1 small onion
1 clove garlic
2 tbsp. lard with annatto coloring
1 small green pepper
Small piece of pork
Small piece of ham (2" cubes)
Tomato sauce
Olives and capers

Procedure

1. Heat lard, add ham and pork. Saute for a little while until partly cooked.
2. Add mashed garlic, chopped onion and green pepper. Saute.
3. Add tomato sauce, olives and capers. Saute for a little while.

Note: This is added for all stews, such as stewed meat, stewed beans, "asopao", etc.

ARROZ CON GANDULES
(Rice with pigeon peas)

Ingredients

"Sofrito" recipe
2 cups pigeon peas
1 lb. rice
4 cups water
1 tbsp. salt

Procedure

1. Cook pigeon peas until tender. Add pigeon peas to "sofrito". Heat.
2. Wash rice, add to above mixture and cook for a few minutes.
3. Add boiling water. Let cook until boiling. Cook covered and with low fire until rice is done.

RELLENOS DE AMARILLO
(Stuffed Ripe Plantain)

Ingredients

"Sofrito" recipe
1/2 lb. pork chopped
1/4 cup water
2 tbsp. raisins, if desired
3 ripe plantains

Procedure

1. Boil ripe plantains and mash them.
2. Cook meat with "sofrito", water ad raisins until done.
3. Take some mashed ripe plantain, place on floured plate and spread flat into a circle.
4. Put one tablespoon filling in the center and bring edges together to shape into a ball.
5. Fry in deep fat light brown. Drain on brown paper.

PINON
(Ripe Plantain Pie)

Ingredients

15 small banas or 3 ripe plantains slice lengthwise and fried
1 can string beans
1 lb. ground meat
"Sofrito" recipe
4 eggs

Procedure

1. Cook meat with "sofrito" until done.
2. Beat 2 eggs, pour over a greased pan.
3. Place in pan successive layers of ripe plantain, the meat, then string beans.
4. Cover with remaining 2 eggs well beaten.
5. Bake until egg is done.

ARROZ APASTELADO
(Pastel Rice)

Ingredients

5 cups water
2 lbs. rice
1 1/2 lbs. pork
1/4 lb. ham and salt pork
2 tomatoes
1 pepper
1 large onion
2 cloves garlic
1 can tomato sauce
1/2 lb. cooked chick peas if desired
Also sweet peppers, onions and capers

Procedure

1. Prepare "sofrito".
2. Add meat and cook until done.
3. Heat rice in the above mixture.
4. Add chick-peas and other ingredients. Salt to taste.
5. add boiling water. As soon as mixture boils cook over low flame.

Note: When nearly done a plantain leaf is used to cover the rice or various pieces of plantain leaf tied and boiled into the rice, so that it will have the taste of "pasteles".

(Codfish Fritters)

Ingredients

2 1/2 cups flour
2 tbsp. lard
1 cup milk or water
1 egg
2 tsp. baking powder or soda
3/4 cups codfish

Procedure

1. Sieve flour and baking powder or soda.
2. Beat milk and eggs.
3. Add flour and mix well.
4. Add melted fat.
5. Cut codfish in 1/4" pieces and add to batter.
6. Pour batter by spoonfuls in deep fat until brown.

ALMOJABANAS
(Rice Cruller)

Ingredients

1 cup rice flour
1 cup milk
2 or 3 eggs
1 tablespoon butter
2 or 3 tsp. baking powder
1 cup grated Puerto Rican white cheese (less if desired)
1 tsp. salt

Procedure

1. Mix flour and milk. Let stand for one hour, if possible.
2. Add eggs one at a time, and melted butter. Mix well. Let mixture stand one half-hour.
3. Add baking powder and grated cheese. Season to taste.
4. Fry in deep fat by spoonfuls.
5. May be served as accompaniment to beef stew, used in place of bread, or served with jelly.

BACALAO A LA VIZCAINA
(Codfish Spanish Style)

Ingredients

2 lbs. potatoes
1 tomato
1 onion
1 ripe pepper
1 small can red peppers
1/4 lb. ham
1/2 cup raisins
2 oz. almonds
"cilantro" or marjoram
olives and capers

Procedure

1. Put codfish in water overnight.
2. Cut in pieces, roll in flour and fry.
3. Fry ham until no grease is left.
4. Add other ingredients to the ham.
5. Add water to cover codfish and potatoes cut in pieces
6. Cook until done
7. Serve hot.

YUCA MAJADA*
(Mashed Cassava)

Ingredients

2 lbs. "yuca"
4 tps. butter or more if desired
2 tsp. salt
1/2 cup milk

Procedure

1. Boil the "yuca". Throw away the water.
2. Cut in small pieces, add salt, butter and milk and put in bowl or pan.
3. Mash well until soft.
4. Serve hot as principal dish, spraying with paprika. (If desired, mashed "yuca" may be passed through vegetable ricer).
5. For variety, add 1/2 cup red pepper put through meat grinder, or the pulp of 6 olives and beat together; or add grated cheese when serving.

* Other "viandas" may be prepared in similar way but water in which they have been boiled may be used for stews and other dishes.

BUNUELOS DE VIENTO
(Balloons)

Ingredients

1 lb. flour
12 eggs
3 c. water
1 lb. sugar
2 tbsp. butter

Procedure

1. Make a paste with the flour and 3 cups of water, add butter or fat to soften paste.
2. Cook well. Remove from fire. Let cool. When cool add 12 eggs, one at a time, and stir well until the paste is soft.
3. Fry in deep fat by spoonfuls.
4. Make sirup with the pound of sugar and the cup of water and pour over the "bunuelos" when ready to serve.

BIEN ME SABE
(Tastes Me Good)

Ingredients

1 coconut
3 egg yolks
3 c. sugar
2/3 c. water

Procedure

1. Grate coconut and squeeze out the milk.
2. Mix coconut with stirred egg yolks.
3. Make a heavy sirup with the sugar and water.
4. Add sirup to mixture slowly.
5. Cook (preferably in double-boiler), stiring constantly.
6. Serve over slices of sponge cake.

MAJARETE
(Rice Flour Cream)

Ingredients

3 level tbsp. rice flour
1 c. milk (coconut milk may be used)
Flavoring desired (cinnamon, orange leaf or
orange flower water (agua de azahar)
Sugar and salt to taste

Procedure

1. Measure flour. Add to the milk. Season to taste.
2. Cook over a low flame till done. Stir constantly.
3. When it is done and has thickened, add flavoring.
4. Pour over a platter, and let cool.
5. Sprinkle powder cinnamon over "majarete".

PASTA DE GUAYABA
(Guava Paste)

Ingredients

Guavas
Sugar

Procedure

1. Select ripe but firm guavas. Wash and remove the center. Cut into four pieces. Put them into a sauce pan with enough water to coverrthem.
2. Put over fire and when tender drain them. (This water may be used to make guava jelly).
3. Mash cooked guava through a collander avoiding seeds going throug
4. For each cup of pulp add one cup of sugar. Boil the mixture stirring constantly until mixture separates from the edges and th bottom of the pan when stirring.
5. Pour in small wooden or cardboard boxes lined with waxed paper.

CAZUELA
(Squash Pudding)

Ingredients

- 4 lbs. pumpkin
- 2 lbs. sweet potatoes
- 2 ripe plantains
- 1/2 lb. rice flour
- sugar and salt to taste
- a pinch of powdered clove, cinnamon
- 1/4 tsp. vanilla
- 6 eggs
- 1/4 lb. butter
- 1 tbsp. wine
- the milk of 2 coconuts

Procedure

1. Boil pumpkin and sweet potatoes. Mash through a collander.
2. Add remaining ingredients in the order mentioned and beat well.
3. If needed milk may be used to obtain a soft mixture.
4. Pour the mixture in a greased pan and bake in a moderate oven for one hour. Serve cold.

AVOCADO MOUSSE

Ingredients

- 7 tbsp. of sugar
- 1/4 c. water
- 1/2 pint cream
- 1 ripe avocado
- 1 egg white
- 1 tsp. lemon juice

Procedure

1. Put 4 tablespoons of sugar and 1/4 cup of water in a saucepan. Stir until sugar is dissolved. Boil three minutes, then chill.
2. Beat heavy cream until stiff. Add sirup slowly.
3. Remove skin from avocado and cut quantity enough into thin slices to make 1/4 cup. Mash remainder (1/2 cup or more) of avocado.
4. Beat until light with three tablespoons sugar, egg white and lemon. Fold sliced avocado into the mixture. Combine all ingredients and fold sliced avocado into mixture.
5. Place ice cream in tray and freeze in mechanical refrigerator.
6. Papaya may be substituted—in fact any other fruit. Honey may replace sugar and coffee cream may be used instead of whipping cream by adding 1/2 teaspoon of plain gelatin.

MANTECADITOS
(Spanish Cookies)

Ingredients

- 2 lbs. flour
- 1 lb. lard
- 1 lb. sugar
- 3 eggs
- 3 tbsp. butter
- 1/4 tsp. salt
- 1 tbsp. vanilla or grated lemon rind

MANTECADITOS (Cont.)

Procedure

1. Measure all ingredients.
2. Sift the flour and salt together.
3. Cream the lard and butter together in a bowl and add slowly the sugar beating the mixture until creamy.
4. Add eggs one by one and beat well after each addition. Add flavoring.
5. To this lard, butter and egg mixture add the flour slowly to form a ball that can be worked with the hand without being sticky. (This mixture should not be too soft nor too hard.)
6. Make small balls.
7. Grease tin sheets and fill same with the "mantecaditos" leaving space of 1 1/2 inch between each other.
8. Bake in moderate oven (350°F).

SOURSOP SHERBETS

Ingredients

7/8 cup sugar	1 tbsp. lemon juice
2 c. water	1 egg white
2 c. soursop juice	

Procedure

1. Combine sugar and water and boil 5 minutes.
2. Cool to lukewarm.
3. Add fruit juice and unbeaten egg white.
4. Pour into a freezing container. Freeze with 8 parts of ice and 1 part of ice-cream salt.

YIELD 1 1/2 quarts.

SOURSOP MOUSSE II

Ingredients

1/2 tbsp. geletin	1 cup soursop juice
1/3 c. boiling water	1 c. sugar
2 tbsp. cold water	1 c. whipping cream

Procedure

1. Soak gelatin in the cold water 5 minutes.
2. Pour boiling water over the gelatin and stir until gelatin is dissolved.
3. Combine gelatin mixture and soursop juice. Add sugar and stir until dissolved.
4. Chill and whip cream, then fold into gelatin mixture.
5. Freeze as directed in recipe for Soursop Mousse I.

YIELD 6 servings.

SOME TYPICAL PUERTO RICAN MENUS

Arroz con Pollo
Pasteles
Salad
Papaya Preserve - Native Cheese

* * *

Sancocho
Guava Jelly - Native Cheese
Coffee

* * *

Pinon
Rice and Beans
Salad
Mango Preserve
Coffee

Pasteles
Salad
Dessert
Coffee

* * *

Asopao
Salad
Dessert
Baked Ripe Plantain

* * *

Arroz con Gandules
Bacalao a la Vizcaina
Dessert

Appendix F

TIPICAL
PUERTO RICAN
FOOD DISHES

SOME TYPICAL PUERTO RICAN DISHES

PASTELES
(Makes 36)

FILLING:

A. 2 pounds lean pork meat without bone.

B. Mash in a mortar:

6 sweet chili peppers, seeded
3 leaves coriander (cilantro)
3 large cloves garlic, peeled
2 teaspoons oregano
1 tablespoon salt

C. Cube finely:

1 pound cured ham
2 tomatoes
1 green pepper, seeded
2 onions, peeled

D. 1½ cups seeded raisins

E. 1 1-pound can garbanzos
(chick peas) cooked (dry chick peas
can be used after cooked,
also the water)
1 cup water
36 green olives, pitted
2 tablespoons capers
3 tablespoons liquid from jar of capers
1 lb. lard
¼ pound achiote (annatto seeds)

1. Wash and dry pork meat rapidly and cut into very small cubes.
2. Add ingredients included in B to meat.
3. Add ingredients included in C and the seeded raisins and mix all together.
4. Add water to the chick-peas and heat rapidly to boiling. Drain the liquid over the meat mixture. Remove skins from chick peas and add chick peas to the meat.
5. Add olives and capers, together with liquid from jar of capers to mixture.
6. Wash and drain the achiote seeds. Heat lard with the achiote seeds, and when lard is melted strain out seeds.
7. Add 6 tablespoons of this melted lard to the meat and put aside the rest to be used in the masa (paste) of the pasteles.
8. Mix well, cover and set aside until the paste is ready.

MASA: (Paste)

15 green plantains, peeled
3 pounds white or yellow tainers, pared
2 cups lukewarm milk
2½ tablespoons salt
Annato (achiote) lard reserved from the filling.

C. Cube finely:

1 pound cured ham
2 tomatoes
1 green pepper, seeded
2 onions, peeled

D. 1½ cups seeded raisins

E. 1 1-pound can garbanzos
(chick peas) cooked (dry chick peas
can be used after cooked,
also the water)
1 cup water
36 green olives, pitted
2 tablespoons capers
3 tablespoons liquid from jar of capers
1 lb. lard
¼ pound achiote (annatto seeds)

1. Wash and dry pork meat rapidly and cut into very small cubes.
2. Add ingredients included in B to meat.
3. Add ingredients included in C and the seeded raisins and mix all together.
4. Add water to the chick-peas and heat rapidly to boiling. Drain the liquid over the meat mixture. Remove skins from chick peas and add chick peas to the meat.
5. Add olives and capers, together with liquid from jar of capers to mixture.
6. Wash and drain the achiote seeds. Heat lard with the achiote seeds, and when lard is melted strain out seeds.
7. Add 6 tablespoons of this melted lard to the meat and put aside the rest to be used in the masa (paste) of the pasteles.
8. Mix well, cover and set aside until the paste is ready.

MASA: (Paste)

15 green plantains, peeled
3 pounds white or yellow tainers, pared
2 cups lukewarm milk
2½ tablespoons salt
Annato (achiote) lard reserved from the filling.

1. Wash, drain, and grate yautias (taniers) and plantains and pound all together in a mortar or blend in an electric blender to make a smooth paste.

2. Stir in luke warm milk gradually.
3. Add achiote lard and salt, mix well, cover and set aside.

TO SHAPE AND COOK THE PASTELES:

1. Use 20 buncles of plantain leaves*. They should be long and wide.
2. With a knife remove the spines in the center to give greater flexibility to the leaves. Divide leaves into pieces about 12 inches square. Wash and clean leaves with a damp cloth.
3. Place 3 tablespoons of the masa on a leaf and spread it out so thinly that it is almost transparent.
4. Place 3 tablespoons of the filling in the center of the masa.
5. Fold the leave one half over the other to make a top and bottom layer of plantain leave and enclose the contents in it. Fold it over once more.

---

*Parchment cooking paper may be used in place of plantain leaves.

6. Fold the right and left ends of the leaf toward the center. Wrap in a second leaf placed on the diagonal.
7. Tie the pasteles together in pairs with a string, placing folded edges facing each other.
8. In a large vessel heat to boiling point 5 quarts of water with 3½ tablespoons salt for each 12 pasteles.
9. Add pasteles and boil, covered for 1½ hour. After 3/4 of an hour turn them over in the water. When cooking period is finished, remove pasteles from the water at once.

****

SALCOCHO
(Vegetable Stew)
(Serves 8)

A. 1 pound lean beef
½ pound pork with bone
2 ounces cooking ham
1 chorizo (Spanish sausage)
1 onion
1 tomato
1 green pepper
3 leaves coriander (cilantro)
1 ear sweet corn
3 quarts water

B. Prepare and chop:
½ pound white yautia (tanier)
½ pound yellow yautia
½ pound pumpkin or squash
½ pound potatoes
½ pound name (yam)
½ pound sweet potatoes
1 green plantain

C. 2 tablespoons fat with annatto coloring or tomato sauce
1 tablespoon salt
2 ripe plantain

1. Clean and wash meat. Cut into large pieces. Wash bone
2. In a large kettle

*Parchment cooking paper may be used in place of plantain leaves.

6. Fold the right and left ends of the leaf toward the center. Wrap in a second leaf placed on the diagonal.
7. Tie the pasteles together in pairs with a string, placing folded edges facing each other.
8. In a large vessel heat to boiling point 5 quarts of water with 3½ tablespoons salt for each 12 pasteles.
9. Add pasteles and boil, covered for 1½ hour. After 3/4 of an hour turn them over in the water. When cooking period is finished, remove pasteles from the water at once.

****

SALCOCHO
(Vegetable Stew)
(Serves 8)

A. 1 pound lean beef
½ pound pork with bone
2 ounces cooking ham
1 chorizo (Spanish sausage)
1 onion
1 tomato
1 green pepper
3 leaves coriander (cilantro)
1 ear sweet corn
3 quarts water

B. Prepare and chop:
½ pound white yautia (tanier)
½ pound yellow yautia
½ pound pumpkin or squash
½ pound potatoes
½ pound name (yam)
½ pound sweet potatoes
1 green plantain

C. 2 tablespoons fat with annatto coloring or tomato sauce
1 tablespoon salt
2 ripe plantain

1. Clean and wash meat. Cut into large pieces. Wash bone.
2. In a large kettle, combine ingredients in A. Heat to boiling. Cover, reduce heat to moderate and cook for one hour.
3. Strain soup, returning to stock only the pieces of meat and corn.
4. Add vegetables included in B.
5. Add salt, tomato sauce and ripe plantains. Mix thoroughly. Cover kettle and cook over moderate heat for 45 minutes.

PIGEON PEAS SOUP
(Sopa de Gandules)
(Serves 6)

1 pound pigeon peas or
  one can cooked pigeon peas
  #303 or #2
6 cups hot water
1 poung port meat
½ pound cured ham
2 tablespoons lard colored
  with annatto seeds
1 regular onion
2 sweet peppers
1 tomato
1 mashed garlic
3 leaves coriander (cilantro)
1 cup rice
Salt to taste

1. Cut in pieces: pork meat, ham, onion, sweet peppers and tomato.
2. Fry pork meat and ham in low fire for 10 minutes. Add water, lard colored with annatto seeds, onion, sweet peppers, tomato and coriander leaves.
3. Add garlic, and pigeon peas, continue boiling.
4. Add rice and stir thoroughly. Add salt to taste.
5. Cook in low fire until done.

PIGEON PEAS WITH PLANTAIN BALLS
(Gandules con bolas de platano)
(Serves 4)

½ pound gandules
1 green plantain
2 ounces cooking ham
1 small onion
1 small tomato
3 cups warm water
2 tablespoons lard with
  annatto seeds (achiote)
  or tomato sauce
2 leaves coriander (cilantro)

1. Wash pigeon peas and cook in a dish pan with warm water until done. Add coriander leaves (cilantro).
2. Peel, wash and grind plantain. Add salt to taste and make some small balls.
3. Chop ham, onion and tomato. In a frying pan put the lard with annatto seeds (achiote) or tomato sauce. Add to the gandules. Salt to taste. Cook for some minutes. Serve with white rice.

PIGEON PEAS SALAD
(Ensalada de Gandules)
(Serves 6)

1 pound cooked pigeon peas
½ teaspoon pepper
½ cup oil

Christophine (chayote) salad
Grapefruit in slices
Coffee or Milk
Bread - Butter

4. Pasteles
   Spanish Rice
   Guava paste and white cheese
   Coffee or Milk
   Bread - Butter

5. Roast Pork Meat
   Pigeon peas with Rice
   Tomato and cucumber salad
   Papaya preserve
   Coffee or Milk
   Bread - Butter

6. Roast Pork
   Pigeon peas soup
   String beans, tomato and
   chayote salad
   Coffee or milk
   Break - Butter

7. Pigeon peas omelet
   Spanish rice
   Plantain tostones
   Papaya preserves
   Coffee or Milk
   Bread - Butter

8. Fried Pork Chops
   Rice with pigeon peas
   String beans salad
   Guava paste and white cheese
   Coffee or Milk
   Bread - Butter

9. Salcocho (Vegetables stew)
   White Rice
   Guava Jelly and White Cheese
   Coffee or Milk
   Bread - Butter

10. Beef steak; pork chop or chicken
    Plantain Tostones
    Tomato salad
    Papaya preserve
    Coffee or Milk
    Bread - Butter

Salt to taste

1. Cut in pieces: pork meat, ham, onion, sweet peppers and tomato.
2. Fry pork meat and ham in low fire for 10 minutes. Add water, lard colored with annatto seeds, onion, sweet peppers, tomato and coriander leaves.
3. Add garlic, and pigeon peas, continue boiling.
4. Add rice and stir thoroughly. Add salt to taste.
5. Cook in low fire until done.

PIGEON PEAS WITH PLANTAIN BALLS
(Gandules con bolas de platano)
(Serves 4)

½ pound gandules
1 green plantain
2 ounces cooking ham
1 small onion
1 small tomato
3 cups warm water
2 tablespoons lard with
  annatto seeds (achiote)
  or tomato sauce
2 leaves coriander (cilantro)

1. Wash pigeon peas and cook in a dish pan with warm water until done. Add coriander leaves (cilantro).
2. Peel, wash and grind plantain. Add salt to taste and make some small balls.
3. Chop ham, onion and tomato. In a frying pan put the lard with annatto seeds (achiote) or tomato sauce. Add to the gandules. Salt to taste. Cook for some minutes. Serve with white rice.

PIGEON PEAS SALAD
(Ensalada de Gandules)
(Serves 6)

1 pound cooked pigeon peas
¼ teaspoon pepper
½ cup oil
¼ cup vinegar
1 onion in slices

1. Add salt to pigeon peas to taste, also pepper.
2. Arrange pigeon peas in a platter.
3. Combine oil and vinegar and add to pigeon peas.
4. Cover with onion slices.

CHAYOTE AND STRING BEANS SALAD
(Ensalada de chayote y habichuelas tiernas)
(Serves 8)

A. 1 pound chayotes, pared and chopped
1 pound string beans, trimmed

B. 1 pound tomatoes,
peeled and thinly sliced

C. ½ cup olive oil
¼ vinegar
½ teaspoon salt
1/8 teaspoon pepper
1 tablespoon sugar (optional)

1. Combine ingredients included in A and B.
2. Mix ingredients included in C to make the dressing, mix dressing and begetables and chill.
3. Serve salad, well drained and cold on a bed of lettuce leaves.

CREAMED CHAYOTES
(Chayotes a la crema)
(Serves 6)

A. 6 regular size chayotes
3 quarts water
3 tablespoons salt

B. 1/3 cup sugar
½ teaspoon salt
2 tablespoons seeded raisins
2 egg yolks

C. 3/4 cup milk
¼ cornstarch
1 teaspoon vanilla

D. 1/3 cup sugar
2 egg white

1. Cut chayotes in half lengthwise. Cook covered in water with salt included in (A) oven high heat for 30 minutes.
2. Drain chayotes well and discard cores. Scoop out the pulp, being careful not to break the shells. Put the pulp immediately through a ricer. Combine mashed chayotes with ingredients in B and mix well.
3. Dilute cornstarch with part of the milk. Heat rest of the milk to boiling with the vanilla. Combine milk with diluted cornstarch, add to mashed chayotes, and mix well together. Cook mixture to boiling over moderate heat, stirring constantly. Remove from fire and fill chayotes shells with the mixture.
4. Beat egg whites until very stiff, add sugar gradually, and beat well. Cover chayote mixture in the shells with egg white mixture. Bake at moderate temperature for 15 minutes or until golden brown.

SCRAMBLED EGGS WITH CHAYOTES

included in C to make the dressing, mix dressing and begetables and chill.
3. Serve salad, well drained and cold on a bed of lettuce leaves.

CREAMED CHAYOTES
(Chayotes a la crema)
(Serves 6)

A. 6 regular size chayotes
3 quarts water
3 tablespoons salt

B. 1/3 cup sugar
½ teaspoon salt
2 tablespoons seeded raisins
2 egg yolks

C. 3/4 cup milk
½ constarch
1 teaspoon vanilla

D. 1/3 cup sugar
2 egg white

1. Cut chayotes in half lengthwise. Cook covered in water with salt included in (A) oven high heat for 30 minutes.
2. Drain chayotes well and discard cores. Scoop out the pulp, being careful not to break the shells. Put the pulp immediately through a ricer. Combine mashed chayotes with ingredients in B and mix well.
3. Dilute cornstarch with part of the milk. Heat rest of the milk to boiling with the vanilla. Combine milk with diluted cornstarch, add to mashed chayotes, and mix well together. Cook mixture to boiling over moderate heat, stirring constantly. Remove from fire and fill chayotes shells with the mixture.
4. Beat egg whites until very stiff, add sugar gradually, and beat well. Cover chayote mixture in the shells with egg white mixture. Bake at moderate temperature for 15 minutes or until golden brown.

SCRAMBLED EGGS WITH CHAYOTES
(Huevos revuelots con chayotes)
(Serves 4)

A. 2 chayotes (christophines)
2 quaarts water
2 tablespoons salt

B. 4 eggs
1 teaspoon salt
1 pinch pepper
¼ cup milk

C. 2 tablespoons lard

1. Wash and cut chayotes in half lenghwise.
2. Cook in boiling water with the salt included in A for 30 minutes.
3. Drain, peel, and cut into small cubes.
4. Separate yolks and white of eggs. Combine yolks with remaining ingredients included in B.
5. Beat white of eggs until stiff and add yolks and chayotes.
6. Heat lard in a frying pan. Add egg mixture and cook slowly for about 10 minutes, stirring occasionally, until eggs are cooked but not dry.

****

CHAYOTES STUFFED WITH CHEESE
(Chayotes rellenos con queso)
(Serves 6)

A. 3 large chayotes
2 quarts boiling water
2 tablespoons salt

B. 1 cup grated Cheddar Cheese
1 teaspoon salt
1 tablespoon butter

C. 6 teaspoons cracker crumbs.

1. Wash and cut chayotes in half lengthwise.
2. Cook covered in water with salt included in A. over high heat for 30 minutes.
3. Remove chayotes from fire, drain, and discard cores. Scoop out pulp, being careful not to break shells. Mash pulp and add ingredients included in B.
4. Stuff shells with the mixture and place in baking sheet. Sprinkle with cracker crumbs.
5. Bake in oven preheated to moderate temperature for 30 minutes.

TANIERS PUREE
(Pure de yautias)

1. Prepare soup stock.
2. Pare two pounds of white yautias (taniers). Cut into small pieces and add to soup stock. Cook over moderate heat. Strain soup and press taniers through sieve.
3. Mix stock and taniers puree well, season to taste, reheat and serve immediately.

PUMPKIN PUDDING
(Cazuela)
(Serves 6)

2 pounds pumpkin
1 quart water
3 eggs
1/3 cup flour

CHAYOTES STUFFED WITH CHEESE
(Chayotes rellenos con queso)
(Serves 6)

A. 3 large chayotes
2 quarts boiling water
2 tablespoons salt

B. 1 cup grated Cheddar Cheese
1 teaspoon salt
1 tablespoon butter

C. 6 teaspoons cracker crumbs.

1. Wash and cut chayotes in half lengthwise.
2. Cook covered in water with salt included in A. over high heat for 30 minutes.
3. Remove chayotes from fire, drain, and discard cores. Scoop out pulp, being careful not to break shells. Mash pulp and add ingredients included in B.
4. Stuff shells with the mixture and place in baking sheet. Sprinkle with cracker crumbs.
5. Bake in oven preheated to moderate temperature for 30 minutes.

TANIERS PUREE
(Pure de yautias)

1. Prepare soup stock.
2. Pare two pounds of white yautias (taniers). Cut into small pieces and add to soup stock. Cook over moderate heat. Strain soup and press taniers through sieve.
3. Mix stock and taniers puree well, season to taste, reheat and serve immediately.

PUMPKIN PUDDING
(Cazuela)
(Serves 6)

2 pounds pumpkin
1 quart water
3 eggs
1/3 cup flour
1/3 cup milk
1 tablespoon salt
2 tablespoons butter
½ teaspoon powder cinnamon
1/3 cup sugar

1. Pare pumpkin and cut into pieces. Wash. Cook in boiling water with salt, covered for 15 minutes. Drain and put pumpkin through a ricer. Add other ingredients, mix well.

2. Turn mixture into a greased glass baking dish and bake uncovered in oven heated to temperature of 400°F for 30 minutes.

PLANTAIN TOSTONES
(Serves 8)

3 green plantains
1 quart water
2 tablespoons salt
2 cups salad oil or lard

1. Score the peel of the plantains lengthwise. Peel the fruit and then cut into diagonal sliced three-quarters to one inch thick. Add salt to water and soak plantains in it for one hour.
2. Heat oil or lard to 325°. Drain plantains and dry with absorbent paper. Fry in hot fat for one to two minutes. Lower heat and reduce temperature of fat to 275°F. Continue frying for ten minutes.
3. Remove slices. Place each between a folded paper towel and mash flat with the palm of the hand.
4. Return slices to fat and fry until golden brown. Drain on paper and serve hot, sprinkled lightly with salt.

BAKED PLANTAINS

Plantains have to be very ripe, with the skin black. Do not peal. Make a deep gash lengthwise along the skin of the plantain. Arrange on an aluminum baking sheet. Preheat oven to moderate temperature of 350°. Bake plantains for 30 or 40 minutes. Turn over halfway through cooking period.

PLANTAIN WITH PORK CRACKLING
(Mofongo)
(Serves 4)

3 half-ripe plantains
½ pound very crisp pork
crackling (chicharron)

1. Cut each plantain into 4 pieces crosswise and soak for 15 minutes in salted water.
2. Fry the pieces of plantain to a light brown in hot lard or olive oil.
3. Mash together fried plantains and crackling. Add a little salt for seasoning and serve hot.

PLANTAIN IN MILK (RIPE)
(Platanos maduros en leche)
(Serves 6)

3 ripe plantains

cups salad oil or lard

1. Score the peel of the plantains lengthwise. Peel the fruit and then cut into diagonal sliced three-quarters to one inch thick. Add salt to water and soak plantains in it for one hour.
2. Heat oil or lard to 325°. Drain plantains and dry with absorbent paper. Fry in hot fat for one to two minutes. Lower heat and reduce temperature of fat to 275°F. Continue frying for ten minutes.
3. Remove slices. Place each between a folded paper towel and mash flat with the palm of the hand.
4. Return slices to fat and fry until golden brown. Drain on paper and serve hot, sprinkled lightly with salt.

BAKED PLANTAINS

Plantains have to be very ripe, with the skin black. Do not peal. Make a deep gash lengthwise along the skin of the plantain. Arrange on an aluminum baking sheet. Preheat oven to moderate temperature of 350°. Bake plantains for 30 or 40 minutes. Turn over halfway through cooking period.

PLANTAIN WITH PORK CRACKLING
(Mofongo)
(Serves 4)

3 half-ripe plantains
½ pound very crisp pork
crackling (chicharron)

1. Cut each plantain into 4 pieces crosswise and soak for 15 minutes in salted water.
2. Fry the pieces of plantain to a light brown in hot lard or olive oil.
3. Mash together fried plantains and crackling. Add a little salt for seasoning and serve hot.

PLANTAIN IN MILK (RIPE)
(Platanos maduros en leche)
(Serves 6)

3 ripe plantains
Cheese (American) stuffed plantain
1 small stick cinnamon
4 tablespoons butter
3 cups milk
1 cup sugar

1. Peel and wash plantains. Cut a deep gash from end to end. Do not split all the way through. This is to hold the stuffing.
2. Melt butter slowly, add plantain, turn heat to moderate, brown for 2 or 3 minutes. Fill gashes with small pieces of cheese.
3. Sprinkle sugar, add milk and cinnamon stick.
4. Cover and cook for 8 to 10 minutes. Uncover and cook for 3/4 hour. Some plantains require more time to cook than others depending on ripeness.

RICE WITH PIGEON PEAS
(Arroz con Gandules)
(Serves 6)

1 pound rice
1 eleven ounce can sofrito
1 tablespoon salt
1 one-pound can pigeon peas
3 cups boiling water

1. Heat sofrito. Drain peas, reserving the broth. Add peas, bring to boil, lower heat and simmer for five or ten minutes, stirring often.
2. Wash rice, drain well, add to the peas and cook for five minutes. Add reserve broth, water and salt. Bring to boil, cover and cook over very low heat, without stirring, until water has been absorbed and rice is done.
3. Pork meat or chicken may be added if desired.

PIGEON PEAS OMELET
(Tortilla de gandules)
(Serves 4)

6 eggs
2 cups pigeon peas (cooked)
1 tablespoon mashed onion
3 tablespoon oil
¼ pound ham in slices
Salt to Taste

1. Beat eggs, white and yolk separately. Add salt to taste. Mix ham and onion with the gandules. Salt to taste.
2. Heat oil slightly in a frying pan, add half beaten eggs. Add ingredients already mixed. Cover with rest of the eggs. Cook slowly. Turn to the other side using a plate. Serve hot.

TANIER FRITTERS
(Frituras de yautia)
(Makes 20)

A. 2 pounds white yautias
1 teaspoon salt
1 teaspoon baking soda

B. 1 pound lard

1. Wash and pare yautias. Wash again and grate. Add salt and baking soda and mix.

1 one-pound can pigeon peas
3 cups boiling water

1. Heat sofrito. Drain peas, reserving the broth. Add peas, bring to boil, lower heat and simmer for five or ten minutes, stirring often.
2. Wash rice, drain well, add to the peas and cook for five minutes. Add reserve broth, water and salt. Bring to boil, cover and cook over very low heat, without stirring, until water has been absorbed and rice is done.
3. Pork meat or chicken may be added if desired.

PIGEON PEAS OMELET
(Tortilla de gandules)
(Serves 4)

6 eggs
2 cups pigeon peas (cooked)
1 tablespoon mashed onion
3 tablespoon oil
¼ pound ham in slices
Salt to Taste

1. Beat eggs, white and yolk separately. Add salt to taste. Mix ham and onion with the gandules. Salt to taste.
2. Heat oil slightly in a frying pan, add half beaten eggs. Add ingredients already mixed. Cover with rest of the eggs. Cook slowly. Turn to the other side using a plate. Serve hot.

TANIER FRITTERS
(Frituras de yautia)
(Makes 20)

A. 2 pounds white yautias
1 teaspoon salt
1 teaspoon baking soda

B. 1 pound lard

1. Wash and pare yautias. Wash again and grate. Add salt and baking soda and mix.
2. Heat lard and in it fry the mixture by spoonful for 15 minutes. Drain on absorbent paper.

YAM FRITTERS
(Buneulos de name)
(Makes 12)

A. 1 pound yam pared
1½ quarts boiling water
1 tablespoon salt

B. 2 tablespoons butter
2 tablespoons lard
1 egg, beaten
2 tablespoons milk
6 tablespoons flour
½ teaspoon salt

1. Cook nane (yam) in boiling water with salt included in A for 30 minutes.. Drain and mash well while still hot.
2. Add ingredients included in B and mix well.
3. Fry by spoonfuls in hot lard until fritters are a golden brown.
4. Remove from pan and drain on absorbent paper. Serve sprinkled with sugar and/or syrup.

CODFISH SALAD
(Serenata)
(Serve 4 to 6)

A. 1 pound dried, salted codfish

B. Peel and slice:
1 pound onions
1 pound large tomatoes

C. 1 cup olive oil
½ cup vinegar
¼teaspoon pepper
½ teaspoon salt

1. Soak codfish in water for 4 hours. Drain well. Boil Codfish in enough water to cover for 15 minutes, drain and rinse in fresh water. Discard skin and bones, and shred flesh.
2. Arrange codfish on a platter. Garnish with onions and tomato slices.
3. Combine ingredients included in C to make a sauce. Pour sauce over fish.

D. 2 plantains, one ripe
½ lb. name (Yam)
½ lb. Yautia (tanier)
½ lb. Sweet potato
1 chayote (christophine)
½ lb. potato

1. Boil the vegetables in salted water until done.
2. Serve with codfish.

(yam) in boiling water with salt included in A for 30 minutes.. Drain and mash well while still hot.
2. Add ingredients included in B and mix well.
3. Fry by spoonfuls in hot lard until fritters are a golden brown.
4. Remove from pan and drain on absorbent paper. Serve sprinkled with sugar and/or syrup.

CODFISH SALAD
(Serenata)
(Serve 4 to 6)

A. 1 pound dried, salted codfish

B. Peel and slice:
1 pound onions
1 pound large tomatoes

C. 1 cup olive oil
½ cup vinegar
½ teaspoon pepper
½ teaspoon salt

1. Soak codfish in water for 4 hours. Drain well. Boil Codfish in enough water to cover for 15 minutes, drain and rinse in fresh water. Discard skin and bones, and shred flesh.
2. Arrange codfish on a platter. Garnish with onions and tomato slices.
3. Combine ingredients included in C to make a sauce. Pour sauce over fish.

D. 2 plantains, one ripe
½ lb. name (Yam)
½ lb. Yautia (tanier)
½ lb. Sweet potato
1 chayote (christophine)
½ lb. potato

1. Boil the vegetables in salted water until done.
2. Serve with codfish.

FACTS ABOUT PUERTO RICAN FOODS PRODUCED IN PUERTO RICO

1. Puerto Rican fruits have a higher Vitamin C content than any fresh or canned foreigh fruit.

2. Acerolas, guavas, cachew, papaya, pineapple and mango stand tops in Vitamin C content. There is always a fruit high in Vitamin C in season in Puerto Rico.

3. "Viandas" or starchy vegetables, add a new pleasure to every day meals. They are excellent potato substitutes. "Viandas" may be prepared in various ways, such as stuffed, croquettes, souffle, puree or fried.

4. Yellow taniers, pumpkin and sweet potatoes are more nutritious than white viandas because they are rich in Vitamin A.

5. Stewed pigeon peas is a nutritious and delicious food. Pigeon peas are rich in iron and protein. Although beans are very popular in Puerto Rico as a source of protein, we are stimulating the use of pigeon peas because they are rich in vitamins. Besides protein, our pigeon peas are rich in iron and sulphur which are two minor elements essential in the human diet.

SOME TYPICAL PUERTO RICAN MENUS

1. Roast Pork
   Gandinga (liver, kidney and heart)
   Rice with pigeon peas
   Guava Jelly & white cheese
   Milk or Coffee
   Bread - Butter

2. Rice with pigeon peas
   Pasteles
   String beans & tomato salad
   Pineapple slices
   Coffee or Milk
   Bread - Butter

3. Pasteles
   Rice with chicken
   Christophine (chayote) salad
   Grapefruit in slices
   Coffee or Milk
   Bread - Butter

4. Pasteles
   Spanish Rice
   Guava paste and white cheese
   Coffee or Milk
   Bread - Butter

5. Roast Pork Meat
   Pigeon peas with Rice
   Tomato and cucumber salad
   Papaya preserve
   Coffee or Milk
   Bread - Butter

6. Roast Pork
   Pigeon peas soup
   String beans, tomato and
   chayote salad
   Coffee or milk
   Break - Butter

7. Pigeon peas omelet
   Spanish rice
   Plantain tostones
   Papaya preserves
   Coffee or Milk
   Bread - Butter

8. Fried Pork Chops
   Rice with pigeon peas
   String beans salad
   Guava paste and white cheese
   Coffee or Milk
   Bread - Butter

9. Salcocho (Vegetables stew)
   White Rice
   Guava Jelly and White Cheese
   Coffee or Milk
   Bread - B

11. Pigeon peas with Plantain balls
White Rice
Pork chops stewed
Cucumbers salad
Pumpkin Pudding
Coffee or Milk
Bread - Butter

12. Scrambled eggs with chayotes
Plantain Tostones
String beans and tomato salad
Guava paste and cheese
Coffee or Milk
Bread - Butter

13. Pasteles
Cucumber and tomato salad
Papaya preserve and cheese
Coffee or Milk
Bread - Butter

14. Pigeon peas soup
Plantain and pork crackling
Chayote and tomato salad
Pineapple preserve
Coffee or Milk
Bread - Butter

15. Fried Chicken
Chayotes stuffed with cheese
Cucumber and tomato salad
Ripe Plantain in Milk
Coffee or Milk
Bread - Butter

16. Rice and Chicken (soft) (Asopao)
String beans and tomato salad
Baked ripe plantain
Coffee or Milk
Bread - Butter

17. Codfish salad
Papaya Preserve
Coffee or Milk

18. Codfish Spanish style
Pigeon peas salad
White rice
Guava Jelly and Cheese

19. Codfish Salad
Creamed Chayotes
Coffee or Milk

20. Taniers Puree
Beef steak
Cucumber, tomato
& christophine salad
Grapefruit slices
Bread - Butter

21. Stewed Chicken

Cucumber and tomato salad
Papaya preserve and cheese
Coffee or Milk
Bread - Butter

14. Pigeon peas soup
Plantain and pork crackling
Chayote and tomato salad
Pineapple preserve
Coffee or Milk
Bread - Butter

15. Fried Chicken
Chayotes stuffed with cheese
Cucumber and tomato salad
Ripe Plantain in Milk
Coffee or Milk
Bread - Butter

16. Rice and Chicken (soft) (Asopao)
String beans and tomato salad
Baked ripe plantain
Coffee or Milk
Bread - Butter

17. Codfish salad
Papaya Preserve
Coffee or Milk

18. Codfish Spanish style
Pigeon peas salad
White rice
Guava Jelly and Cheese

19. Codfish Salad
Creamed Chayotes
Coffee or Milk

20. Taniers Puree
Beef steak
Cucumber, tomato
& christophine salad
Grapefruit slices
Bread - Butter

21. Stewed Chicken
Tanier or yam fritters
White Rice
Fresh white beans salad
Papaya preserve
Coffee or Milk
Bread - Butter

22. Chicken with Rice
Baby Banana Omelet
Tomato salad
Pumpkin pie
Coffee or Milk
Bread - Butter

23. Pigeon Peas and ham omelet
Spanish Rice
Cucumber salad
Grapefruit preserve
Coffee or Milk
Bread - Butter

24. Fried Fish
Boiled plantains
Tomato, string beans and
Cucumber salad arranged in
a bed of lettuce.

25. Rice and White Fresh beans (Sopon
de habichuelas blancas)
Baked Plantain (ripe)
Pineapple preserve
Coffee or Milk

26. Rice with Codfish (arroz
con bacalao)
String beans salad
Guava jelly
Coffee or Milk
Bread - Butter

27. Veal Cutlet
Spanish rice
Tomato salad
Guava Preserve
Bread - Butter Coffee or Milk

PAPAYA SALAD
(Ensalada de lechosa madura)
(Serves 6)

1 ripe papaya, peeled and finely chopped
1½ cups chopped fresh pineapple lettuce leaves
½ cup mayonnaise
1½ tablespoon lemon juice
2 tablespoons ketchup
3/4 teaspoon sauce

1. Combine ingredients.
2. Arange on lettuce leaves and cover with dressing made by combining mayonnaise, lemon juice, ketchup and sauce.

BABY BANANAS OMELET
(Tortilla de guineos ninos)
(Serves 3)

4 eggs, separated
3/4 teaspoon salt
3 tablespoons oil

Cucumber salad arranged in
a bed of lettuce.

25. Rice and White Fresh beans (Sopon
de habichuelas blancas)
Baked Plantain (ripe)
Pineapple preserve
Coffee or Milk.

26. Rice with Codfish (arroz
con bacalao)
String beans salad
Guava jelly
Coffee or Milk.
Bread - Butter

27. Veal Cutlet
Spanish rice
Tomato salad
Guava Preserve
Bread - Butter Coffee or Milk

PAPAYA SALAD
(Ensalada de lechosa madura)
(Serves 6)

1 ripe papaya, peeled and finely chopped
1½ cups chopped fresh pineapple lettuce leaves
½ cup mayonnaise
1½ tablespoon lemon juice
2 tablespoons ketchup
3/4 teaspoon sauce

1. Combine ingredients.
2. Arange on lettuce leaves and cover with dressing made by combining mayonnaise, lemon juice, ketchup and sauce.

BABY BANANAS OMELET
(Tortilla de guineos ninos)
(Serves 3)

4 eggs, separated
3/4 teaspoon salt
3 tablespoons oil
12 baby bananas

1. Fry baby bananas in oil or lard. Put them aside.
2. Beat egg whites and yolks separately. Combine salt and stir.
3. Heat oil or lard slightly in a frying pan. Add half beaten eggs. Add fried bananas. Cover with the rest of the eggs.
4. Cook slowly for 10 minutes. Serve hot.

APPENDIX G

Materials Pertaining to Parent Activities

P.T.A. P.S. 345

Bridge the Communication
Gap

English and Spanish
Parents Wanted
To Teach Each Other
English and Spanish
If you'd like to improve your
Spanish or English Join Us
! Let's Get IT Together!

Place --- Family Room 136 Time 9^{30} AM - 10^{30} AM
Every Friday Morning

ABran LA CERRADURA DE
Comunicacion
PADRES DE HABLA HISPANA
y AMERICANA SE ADQUIEREN
para QUE APRENDAN INGlés
y ESPAÑOl
SÍ DESEA MEJORAR SU INGles
O ESPAÑOl REUNASE CON NOSOTROS.

To Teach Each other
English and Spanish
If you'd like to improve your
Spanish or English Join Us
! Let's Get IT Together!

Place --- Family Room 136 Time 9 ^{30} AM - 10 ^{30} AM
Every Friday Morning

ABran LA CERRADURA DE
Comunicacion
PADRES DE HABLA HISPANA
y AMERICANA SE ADQUIEREN
para QUE APRENDAN INGlés
y ESPAÑOL
SÍ DESEA MEJORAR SU INGLES
O ESPAÑOL REUNASE CON NOSOTROS.

SITIO: SAlon DE FAmilia - 136

HORA: DE 9 ^{30} AM A 10 ^{30} AM

TODOS: LOS VIERNES POR LA
MAÑANA

HANDICRAFTS WORK SHOP

MARCH 13, 1974 Family Room 136
10:00 A.M.

Come AND MAKE something

FOR EASTER

CRochet A PONCHO
we have the YARN
Please Bring your own crocheting HOOK

P.T.A. 345

TRABAJOS MANUALES

EN EL TALLER DE TRABAJOS

EL 13 DE MARZO DE 1974 EN
EL SALÓN DE FAMILIA 136
A LAS 10:00 A.M.

ASISTA A ESTA REUNION PARA
QUE PREPARE ALGO PARA LA

COME AND MAKE SOMEthing

FOR EASTER

CRochet A PONCHO

we have the YARN

PlEASE BRING your OWN crocheting HOOK

P.T.A. 345

TRABAJOS MANUALES

EN EL TAllER DE TRABAJOS

EL 13 DE MARZO DE 1974 EN

EL SALÓN DE FAMILIA 136

A LAS 10:00 A.M.

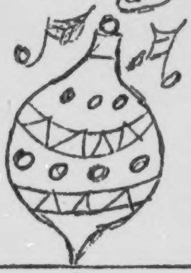
ASISTA A ESTA REUNION PARA
QUE PREPARE ALGO PARA LA
SEMANA SANTA. PUEDE
TEJER UN PONCHO. NOSOTROS
TENEMOS HILOS DE TEJER
POR FAVOR TRAIGA SU PROPIA
AGUJA DE TEJER

HAPPY BIRTHDAY TO YOU

class		
2-1	Vinson Verdree	Dec. 8,
3-3	Minerva Jimenez	Dec. 28,
2-1	Esteban Ramirez	Dec. 29,

P.T.A.

Vice Pres.	Gloria ortiz	Dec. 2,
Treasurer	Elizabeth Rivera	Dec. 5,
Pres.	Blanche Meyer	Dec. 28,



THANK YOU

CAKE SALE

THANK YOU

To everyone who helped to make our cake sale the success that it was.

THANK YOU

* * *

P.T.A. MEETING

October's meeting was about you and your childre's homework. A great meny parents attended this meeting.

November s attendance was not so good, very few parents came to this meeting. We were very disappointed.

Clss 2-1 had a wonderful Thanksgiving play.

* * *

WORK SHOP MEETING

To discuss what to do for the parents Christmas Party
Wednesday 10:a.m. Dec. 5, 1973
In the family room

* * *

A MERRY CHRISTMAS AND A
HAPPY NEW YEAR TO ALL

* * *

Don t be a stranger COME AND
VISIT US IN THE FAMILY ROOM

Bring your sewing, your knitting or anything that you want, or just come and talk to the other parents.

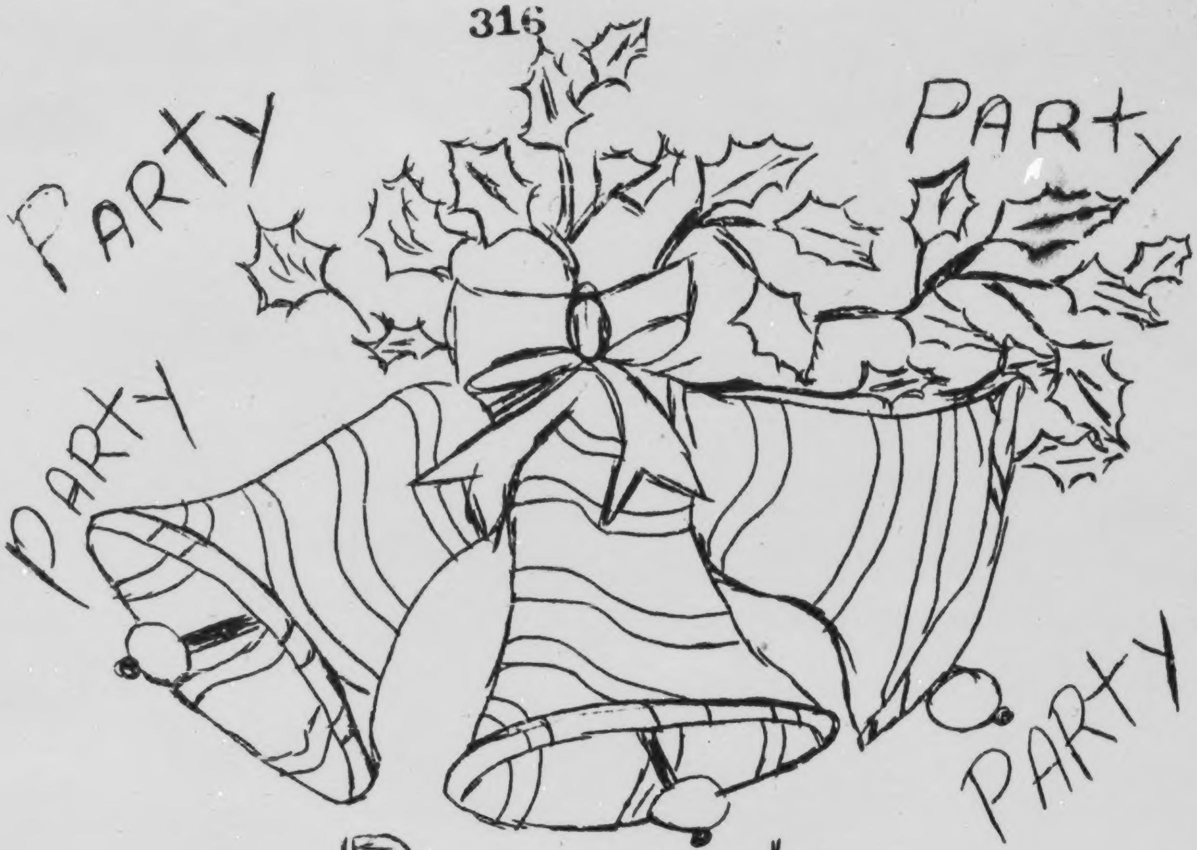
YOU ARE ALWAYS WELCOME

SANTA VISITS

THE KINDERGARTEN CHILDREN ON DEC. 20,

This treat is sponsored by your P.T.A.
It is always a surprise to the children. So Please don't tell them.

WE WOULD LIKE TO HAVE OUR PARENTS CHRISTMAS PARTY ON THIS DAY



Parents CHristmas Party

DAY December 20, 1973

TIME 12:00 noon

WHERE Family Room 136

ADMISSION Prepare your favorite food dish

We would also like donations of (check one)

napkins
paper plates
plastic forks & spoons
paper cups

coffee
coffee cups
fruiet juice for punch

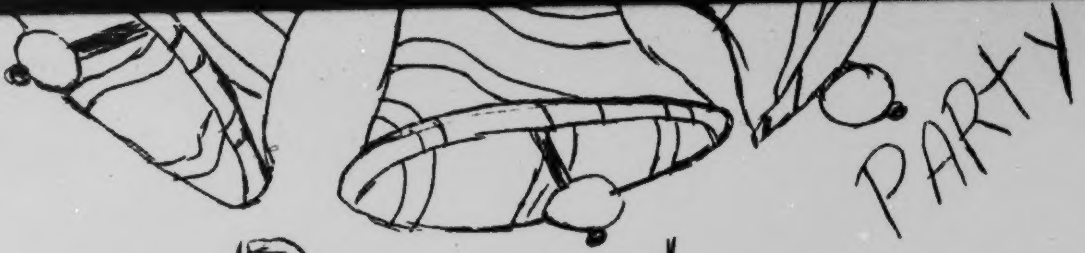
NAME ____________________

I will donate ___

I will attend _____ I will not attend _____

DIA Jueves, 20 de Diciembre de 1973

HORA 12:00 Por la tar de



Parents Christmas Party

DAY December 20, 1973

TIME 12:00 noon

WHERE Family Room 136

ADMISSION Prepare your favorite food dish

We would also like donations of (check one)

napkins
paper plates
plastic forks & spoons
paper cups

coffee
coffee cups
fruiet juice for punch

NAME ____________________

I will donate ____

I will attend _____ I will not attend _____

DIA Jueves, 20 de Diciembre de 1973

HORA 12:00 Por la tar de

LUGAR Salon de Familia 136

ADMICION Preparen sus platos favoritos

Tanbien neseci tamos donaciones de (MARQUE UNO)

serbillo tas
platos de papol
tenedores y oucharos plasticas

ba sos,de papel
cafe
Jugo be fruta para hacer ponche

NOMBRE ____________________ BOY A DONAR ________

ASISTIRE __________ NO ASISTIRE __________

SPIRIT OF 345

NEWS LETTER

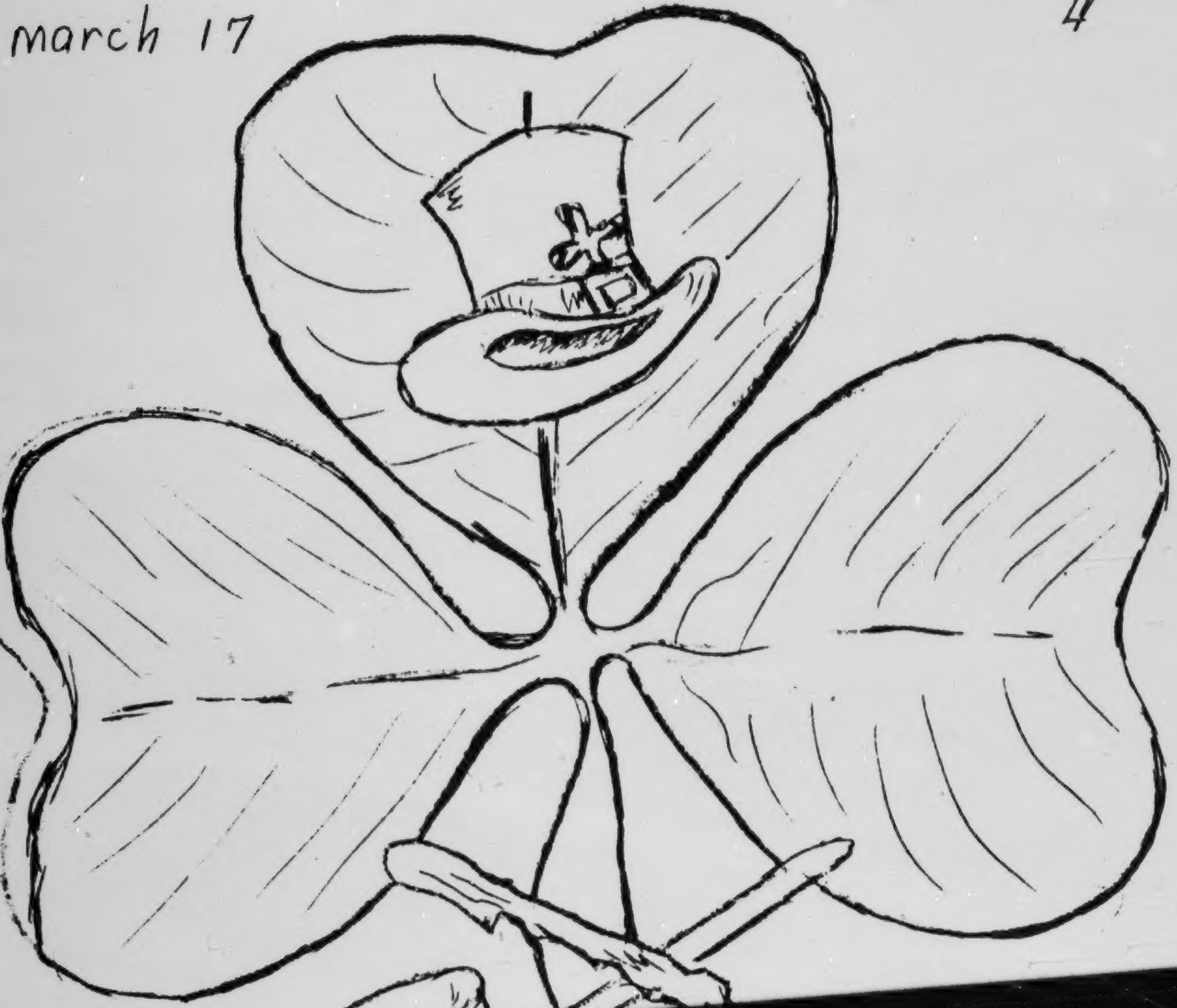
PRINCIPAL
M.A. Dixon

MARCH 1974

EDITOR
B. Meyer

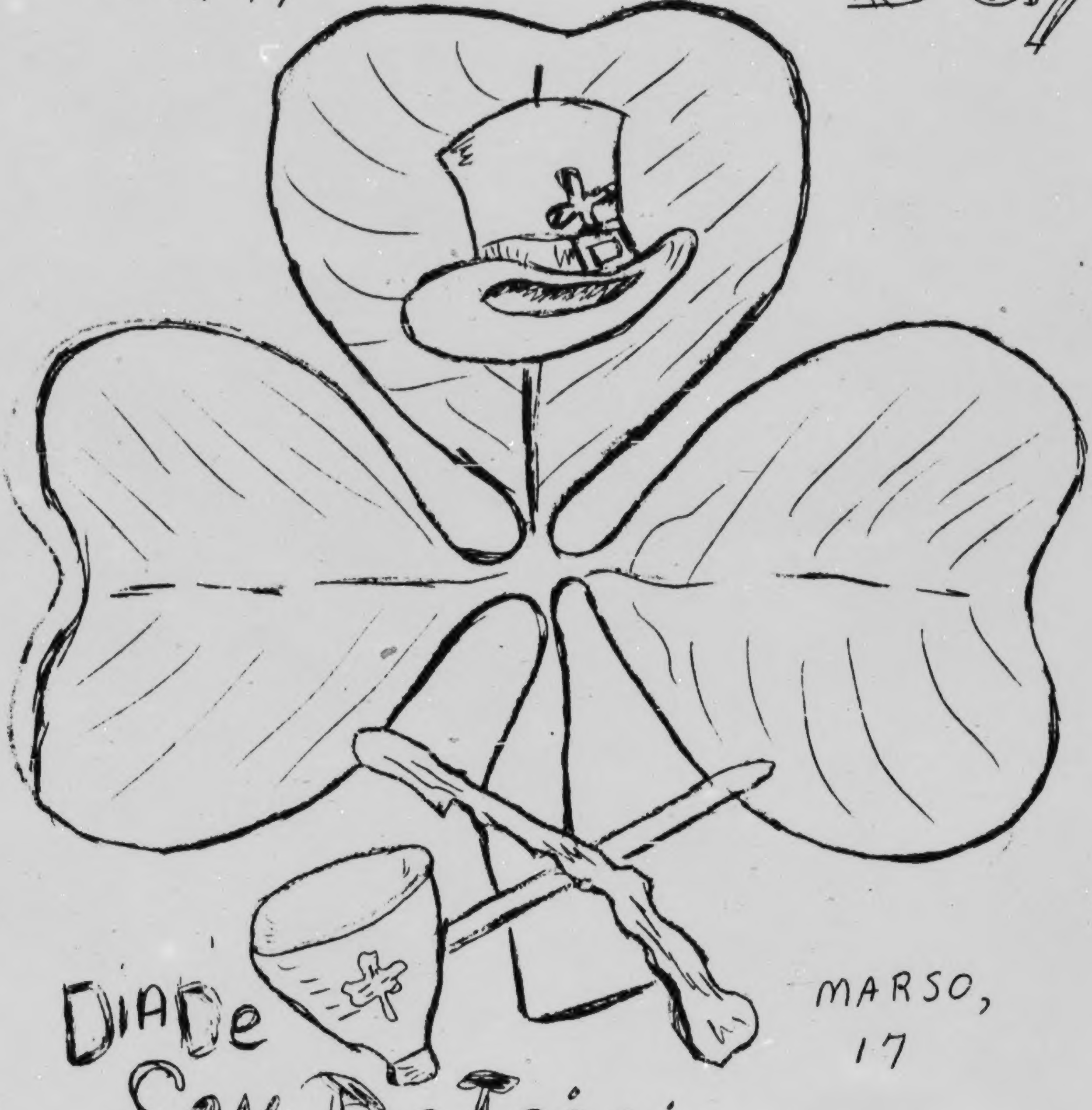
ST. PaTricK Day

march 17



St. Patrick Day

march 17



DiA De San PaTricio

MARSO, 17

WHAT HAPPENED IN FEBRUARY

CANDY SALE

The winner of the Candy Sale Alfred Watson Class 5-3.
The winner of the special Drawing for T. V. set. Vincent Riveria Class 5-2.

TUPPERWARE DEMONSTRATION

We had a nice turnout, but I would like to see some new faces at our informal meeting, Why don't you try to come to one of these meetings. You don't have to buy anything. Come and see what's going on in your school.

R I F Free Books

The first in a series of fine books to be given to the children of Kg. to 3rd grade started on Feb. 26.

WHAT'S TO HAPPEN IN MARCH

MARCH 7
Parents home making Hints and Demonstration featuring Stanley Products.

March 13 Handicrafts Work Shop
Let's make something for Easter.

March 19
P.T.A. meeting time : Topic Pupil Progress

March 28
P.T.A. Preplanning conference for Latin American Festival. Come and lets find out what you want to do to make this festival a success. We value your opinion.

ORDER A CAKE FOR EASTER IN APRIL

Pick up your tupperware on March 20

Noticias del P.T.A.

Lo que acontecio en febrero

Venta de Dulces:

El ganador de la venta de dulces es Alfred Watson de la clase 5-3
El ganador de la rifa especial para una televisión ha sido Vincent Riveria de la clase 5-2

Demonstration de Tupperware:

Fue bastante buena, perome gustaria ver nuevas caras en nuestras reuniones informalles.

Traten de venir a una de estas reuniones . Los exhortamos a que visiten. la escula, para que vean nuestro ambiente y sepanlo que está pasando.

R.I.F. Libros: G ratis

El 26 de febrero comenz'o la distribuci'on de libros para los nimos del kindergarten hasta el tercer grado. Han sido los primeros libros de una serie de cinco.

'cQUE VA A SUCEDER EN MARZO?

7 de Marzo

Ideas de Trabajos Domesticos y una demonstraciOn de los Productos Stanley. Esto sera ' muy interesante.

March 13 Handicrafts Work Shop
Let's make something for Easter.

March 19
P.T.A. meeting time : Topic Pupil Progress

March 28
P.T.A. Preplanning conference for Latin American Festival. Come and lets find out what you want to do to make this festival a success. We value your opinion.

ORDER A CAKE FOR EASTER IN APRIL

Pick up your tupperware on March 20

Noticias del P.T.A.

Lo que acontecio' en febrero

Venta de Dulces:

El ganador de la venta de dulces es Alfred Watson de la clase 5-3
El ganador de la rifa especial para una television ha sido Vincent Riveria de la clase 5-2

Demonstration de Tupperware:
Fue bastante buena, perome gustaria ver nuevas caras en nuestras reuniones informales.

Traten de venir a una de estas reuniones . Los exhortamos a que visiten. la escula, para que vean nuestro ambiente y sepanlo que está pasando.

R.I.F. Libros: G ratis
El 26 de febrero comenz'o la distribuci'on de libros para los nimos del kindergarten hasta el tercer grado. Han sido los primeros libros de una serie de cinco.

'cQUE VA A SUCEDER EN MARZO?

7 de Marzo

Ideas de Trabajos Domesticos y una demonstraciOn de los Productos Stanley. Esto sera ' muy interesante.

13 de Marzo
Taller de Trabajos Manuales y Artesanias . Vamos hacer algo para las 'Pascuas'.

19 de marzo
Reunion del P.Y.A. Tema: El Progreso del Nino'

28 de marzo
P.T.A. - Preparar la conferencia para el Festival Latino-Americano. Le agradeceremos sus ideas, opiniones, y aportaciones para que este festival sea un gran exito.

H ogan su pedido de bizcochos para las Pascuas (Femana Santa)

Recojan su Tupperware el 20 de marzo.

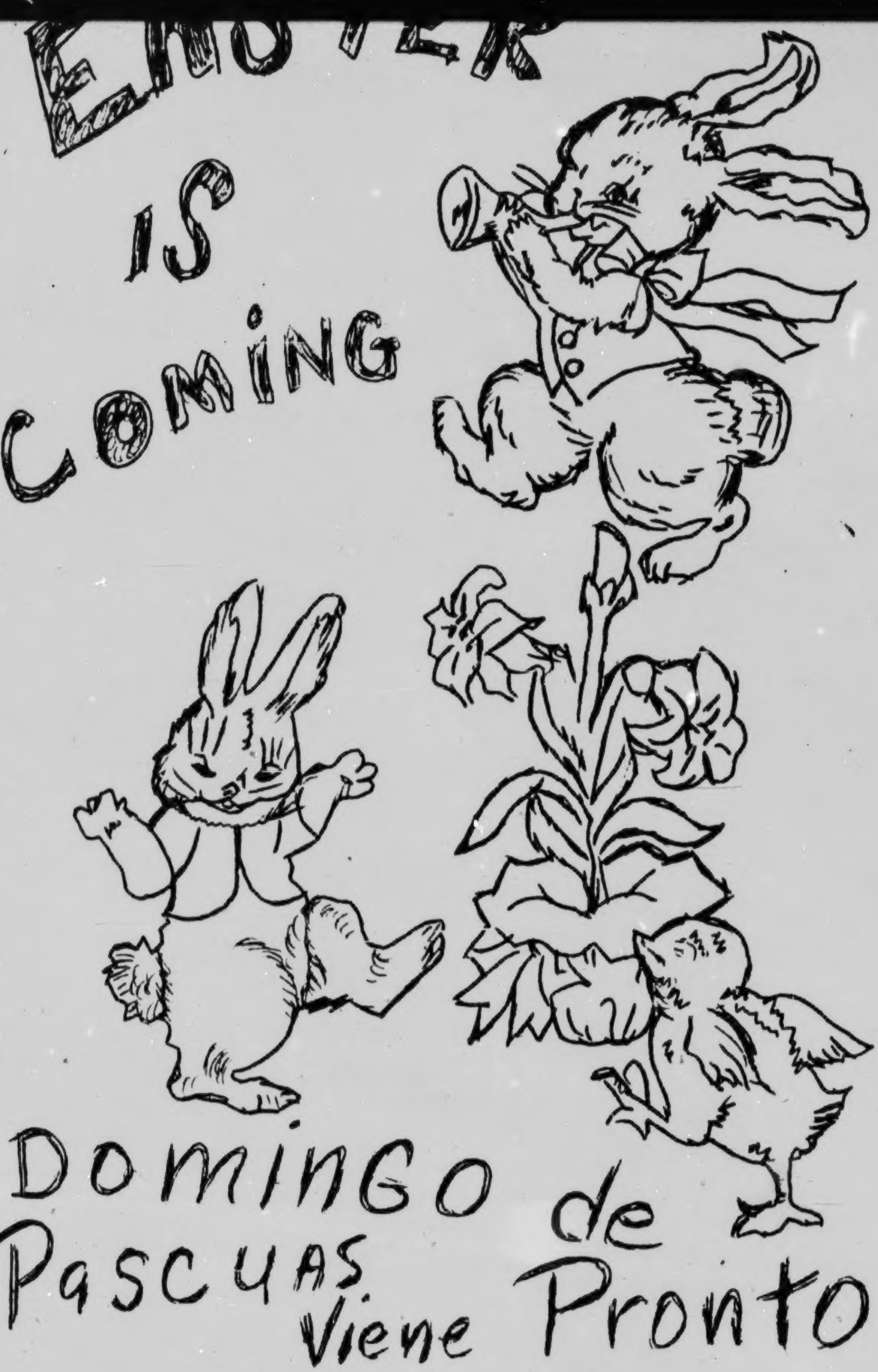
SPIRIT OF 345

APRIL 1974

PRINCIPAL M. Dixon

Editor Blanche Meyer

EASTER IS COMING


EASTER
IS
COMING
Domingo de
Pascuas
Viene Pronto

P. T. A. NEWS APRIL ' 74

Our home making demonstration held on March 7 was alot of fun. If you missed this one, try to come to our next demonstration. You'll enjoy yourself and who knows you might learn something you didn't know.

March 13, was our Handicraft Workshop. The parents crocheted ponchos, sewed Easter clothes for their children and made beautiful Easter baskets. Most of all, they had a good time.

Every Monday and Friday the Family room has Spanish and English lessons. If you want to learn Spanish or English come and join us.

The Latin American Festival is scheduled for May 24. Come in to help us with the entertainment. PLans have to be made in order to make the festival an enjoyable success. "Don't be shy". The more parents and PS345 Staff we have, the better the show.

This Year the P.T.A. has made arrangements to take the entire 5th grade to see the Festa Brazil at Madison Square Garden as a graduation Present . This will take place on April 18.

A. P. Goldman scholarship dinner dance held on March 29 at the International Hotel (J.F.K. Airport) was a tremendous success 550 tickets were sold and everyone showed up, even though the weather was very bad. P.S. 345 was well represented by 11 persons. The most from any one school.

April 22 at 10AM in the Family Room has been set aside for a Beauty Demonstration featuring Avon. Try to make it

SPRING RECESS**Last day Friday April5 to return April 16, Tuesday

P. T. A. Meeting April 23, 7 PM

Mr. Carrington has planned for Parents trip to see a stage play(Don't bother Me, I Acn't Cope) Tickets are $5.50 each FIRST COME FIRST SERVED. For more information see us.

Another P. T, A. Treat On May 22 Mr. Mendolsohn, again will escort some of our children to the circus at Madison Square Garden.

ABRIL '74

Noticias del P.T.A.

Nuestra demostracio'n de trabajos domesticos, dada el 7 de marzo fue muy divertida. Si no se los fue posible asistir a esta demostracion, traten de venir, a la proxima. Se divertiran, y tal vez, aprenderan algo que quizas no sabian.

El 13 de marzo se llevo' a cabo nuestro laller de Artesanias. Los padres tejieron ponchos, hicieron ropa y canastas muy bonitas. Lo mas esencial fue que se paso' un buen rato.

Los lunes y Viernes, hay clases de Espanol e Ingle's en el Salon de la Familia. Si usted quiere aprender Espanol o Ingles, los invito a nuestras clases.

El Festival Latino-Americano esta' programado para el 24 de mayo. Vengan, para quenos ayuden con el entrete-nimiento. Tenemos que planear para que este festival sea un exito. "No sean timidos". Entre mas personas mejor sera el programa.

Este ano el P. T. A. ha hecho arreglos para llevar al quinto grado a Madison Square Garden para que vean "Festa Bravil. como un obsequio de graduacion. Esto se llevara' a cabo el 18 de abril.

El 22 de abril a las 10Am, tendremos una demostracion de belleza, presentando a los productos Avon. Traten de venir.

Receso De Pascuas
Ultimo dia de clases (antesdel receso) 5 de abril, y regresamos, Martes, 16 de Abril.

Reunion del P. T. A.
Dia - 23 de abril
Hora - 7 PM

El Sr. Carrington ha planeado una jira para los padres, iran a una obra teatral (Don't Bother Me. I Can't Cope). Las taquillas son a $5.50 cada una. Para mas informacion vengan a vernos.

El 22 de mayo, el Sr Mendelsohn escortara algunos ninos a el Circo en Madison Square Garden.

El baile comida dado el dia 29 de marzo para la beca A. P. Goldman, en el Hotel Internacional (Aero Puerto J. F. K.) fue un exito rotundo. Se vendieron 550 taguillas a pesar del mal tiempo. PS 345 fue bien representada por 11 personas, obtivimos el mayor numero.

The Latin American Festival is scheduled for May 24. Come in to help us with the entertainment. PLans have to be made in order to make the festival an enjoyable success. "Don't be shy". The more parents and PS345 Staff we have, the better the show.

This Year the P.T.A. has made arrangements to take the entire 5th grade to see the Festa Brazil at Madison Square Garden as a graduation Present . This will take place on April 18.

A. P. Goldman scholarship dinner dance held on March 29 at the International Hotel (J.F.K. Airport) was a tremendous success 550 tickets were sold and everyone showed up, even though the weather was very bad. P.S. 345 was well represented by 11 persons. The most from any one school.

April 22 at 10AM in the Family Room has been set aside for a Beauty Demonstration featuring Avon. Try to make i

SPRING RECESS**Last day Friday April5 to return April 16, Tuesday

P. T. A. Meeting April 23, 7 PM

Mr. Carrington has planned for Parents a trip to see a stage play(Don't bother Me, I Acn't Cope) Tickets are $5.50 each FIRST COME FIRST SERVED. For more information see us.

Another P. T, A. Treat On May 22 Mr. Mendelsohn, again will escort some of our children to the circus at Madison Square Garden.

El Festival Latino-Americano esta' programado para el 24 de mayo. Vengan, para quenos ayuden con el entrete-nimiento. Tenemos que planear para que este festival sea un exito. "No sean timidos". Entre mas personas mejor sera el programa.

Este ano el P. T. A. ha hecho arreglos para llevar al quinto grado a Madison Square Garden para que vean "Festa Bravil. como un obsequio de graduacion. Esto se llevara' a cabo el 18 de abril.

El 22 de abril a las 10Am, tendremos una demostracion de belleza, presentando a los productos Avon. Traten de venir.

Receso De Pascuas
Ultimo dia de clases (antesdel receso) 5 de abril, y regresamos, Martes, 16 de Abril.

Reunion del P. T. A.
Dia - 23 de abril
Hora - 7 PM

El Sr. Carrington ha planeado una jira para los padres, iran a una obra teatral (Don't Bother Me, I Can't Cope). Las taquillas son a $5.50 cada una. Para mas informacion vengan a vernos.

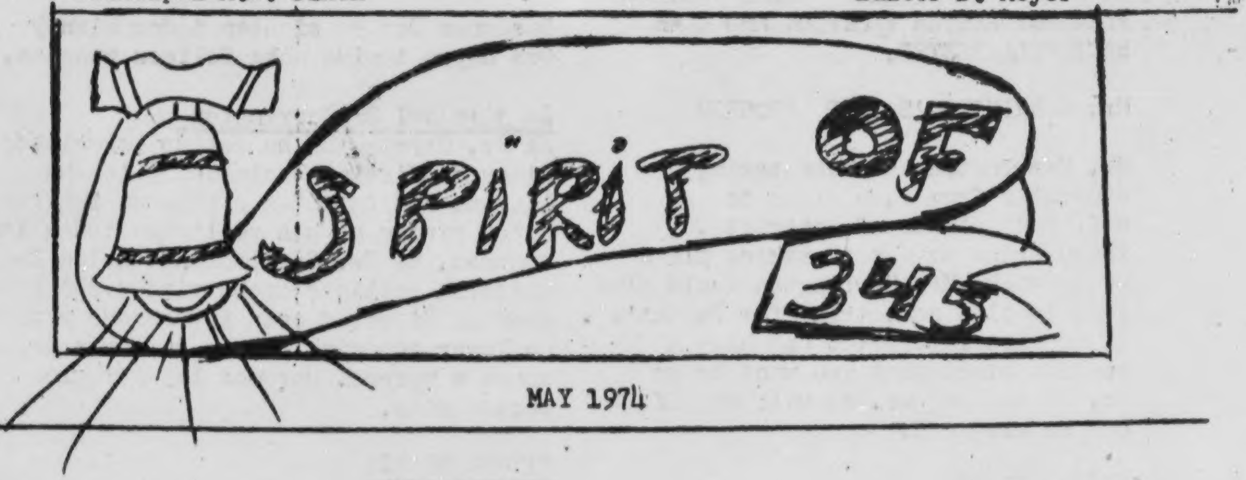
El 22 de mayo, el Sr Mendelsohn escortara algunos ninos a el Circo en Madison Square Garden.

El baile comida dado el dia 29 de marzo para la beca A. P. Goldman, en el Hotel Internacional (Aero Puerto J. F. K.) fue un exito rotundo. Se vendieron 550 taguillas a pesar del mal tiempo. PS 345 fue bien representada por 11 personas, obtivimos el mayor numero.

Happy Holiday
to Everyone

Principal M.A. Dixon

Editor B. Meyer



SPIRIT OF 345

MAY 1974

MAY 24 IS LATIN AMERICAN FESTIVAL

FESTIVAL LATINO AMERICANO

MAYO 24 7:00 P.M.

ENTERTainment
ENTRETENIMIENTOS

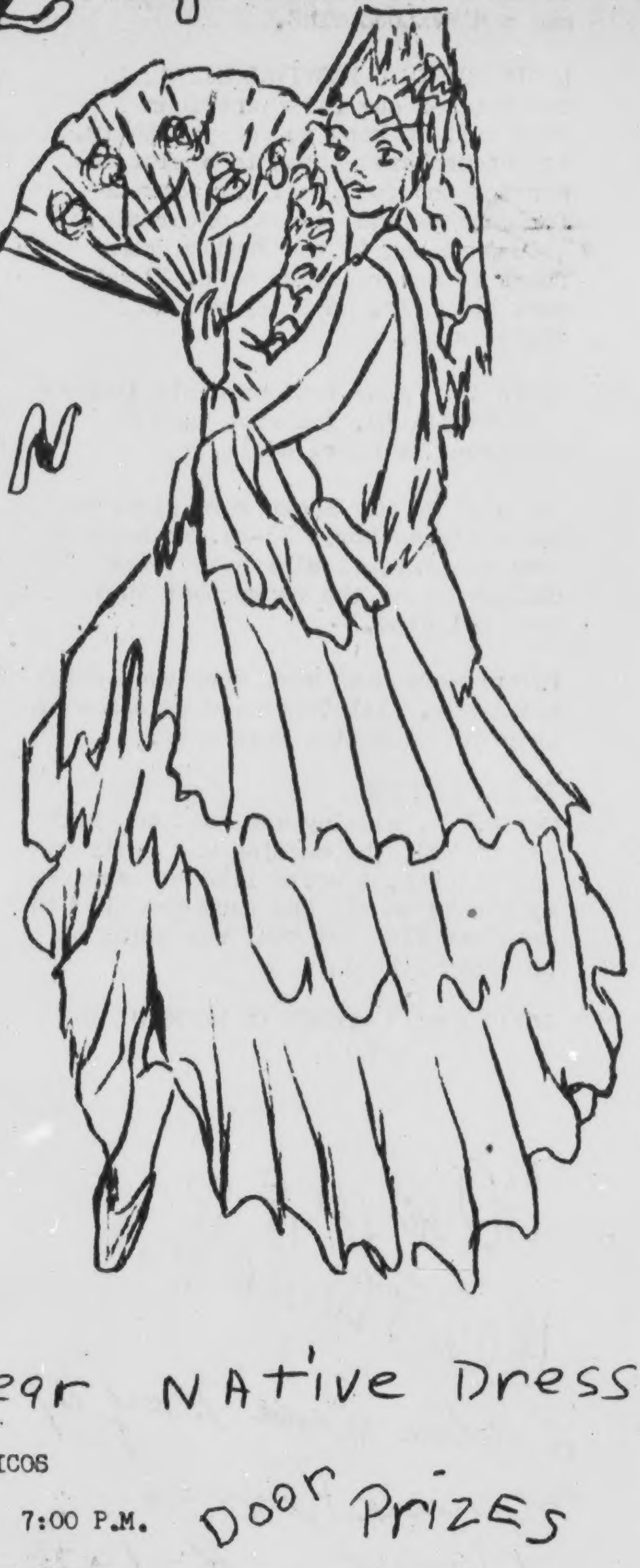
RAFFLES
RIFAS

Bring your
FAVorite Dish
of food

MAY 24

is

LATIN AMERICAN FESTIVAL



FESTIVAL LATINO AMERICANO

MAYO 24 7:00 P.M.

ENTERtAINment

ENTRETENIMIENTOS

RAFFLES

RIFAS

Bring your FAVoritE Dish of food

TRAIGAN SUS PLATOS FABORITOS

if you can wear NAtive Dress

UDS PUEDEN USAR TRAJES TIPICOS

RECUERDEN EL DIA VIERNES MAYO 24 7:00 P.M.

Door Prizes

Remember the date MAY 24 Friday 7 PM

MAY NEWS 1974

WE HOPE THAT EVERYONE HAD A VERY PLEASENT EASTER VACATION AND CAME BACK WELL RESTED.

Mr. CARRINGTON'S TRIP PROGRAM

Mr. Carrington has been taking student's from each class to different places of interest . These trips have been taking place every week. Mr. Carrington would also like to plan some trips for Parent's . If you are interested and have a special place that you want to go to, Please see us. We will see if it can be arranged.

FIESTA BRAZIL

On April 18, 1974, The entire 5th grade went to Madison Square Garden to see Fiesta Brazil. They had a MARVELOUS TIME.

LATIN AMERICAN FESTIVAL MAY 24 is the date of our Latin American Festival. We hope to see you their. Volunteers are needed to assist in serving the food, selling tickets for door prizes, and to entertain.

Come see us in the Family Room. There is never enough help. Please come and help. Anything you do is appreciated.

Again this year free baseball tickets are available. You must take 8 children for every adult.

The last of RIF Books were given to the children April 23-24. We hope that the Parents will help their children read the books that they have selected.

Parent Workshops were very successful this year. With Continued parent help they can be better next year.

P.T.A. MEETING

Our P.T.A. meeting was held on April 23, at 7PM. The meeting was small but successful. I would like to express my thanks to all who took the time to come and find out what was going on in there school.

DON'T FORGET MOTHER ON MOTHER'S DAY
MAY 12

Happy

NOTICIAS DE MAYO - 1974

Deseamos Que se sientan todos bien y Que hayan tenido unas felices pascuas.

La jira del Sr Carrington

El Sr. Carrington ha estado escogiendo ninos de distintas clases, y los ha llevado a diferentes sitios de interes. Estos viajes se han realizado todas las semanas. El Sr. Carrington tambien le gustaria realizar estos viajes con los padres. Si usted esta interesado y tiene un lugar especial que le gustaria ir, venga a vernos. Haremos los Arreglos pertinentes.

FIESTA BRAZIL

El 18 de Abril de 1974, el Quinto grado fue a Madison Square Garden para ver el programa Fiesta Brazil. Disfrutaron de este programa y pasaron un buen rato.

EL FESTIVAL LATINO-AMERICANO

El 24 de Mayo es la fecha de nuestro festival Latino-americano. Esperamos verlos. Necesitamos voluntarios para que sirvan las comidas, vendan taquillas, y para el entretenimiento en general.

Vengan a vernos en el Salon de la Familia. Necesitamos su ayuda. Cualquier cosa quehagan se los agradeceremos inmensamente.

Hay taquillas disponibles para ver la pelota gratuitamente otra ver. Usted debe de llevar 8 ninos por cada adulto.

Los últimos libros de RIF se han distribuido a los ninos, 23-24 de Abril. Esperamos que los padres ayuden a los ninos con la lectura de los libros que ellos han escogido.

Los talleres que se llevaron a cabo para los padres han sido de mucho exito, con la ayuda continuada de los padres estos talleres pueden ser mejor el ano que viene.

REUNION DEL P.T.A.

Nuestra reunion se realizo el 23 de Abril, a las 7p.m.. La reunion fue pequena, pero exitosa. Me gustaria expresar las gracias a todos que vinieron, para saber lo que sucede en nuestra escuela.

NO SE ONIDEN DE MAMA,
EL 12 de MAYO!

Don't forget about our Raffle

had a MARVELOUS TIME.

LATIN AMERICAN FESTIVAL MAY 24 is the date of our Latin Anerican Festival. We hope to see you their. Volunteers are needed to assist in serving the food, selling tickets for door prizes, and to entertain.

Come see us in the Family Room. There is never enough help. Please come and help. Anything you do is appreciated.

Again this year free baseball tickets are available. You must take 8 children for every adult.

The last of RIF Books were given to the children April 23-24. We hope that the Parents will help their children read the books that they have selected.

Parent Workshops were very successful this year. With Continued parent help they can be better next year.

P.T.A. MEETING

Our P.T.A. meeting was held on April 23, at 7PM. The meeting was small but successful. I would like to express my thanks to all who took the time to come and find out what was going on in there school.

DON'T FORGET MOTHER ON MOTHER'S DAY
MAY 12

buen rato.

EL FESTIVAL LATINO-AMERICANO

El 24 de Mayo es la fecha de nuestro festival Latino-americano. Esperamos verlos. Necesitamos voluntarios para que sirvan las comidas, vendan taquillas, y para el entretenimiento en general.

Vengan a vernos en el Salon de la Familia. Necesitamos su ayuda. Cualquier cosa quehagan se los agradeceremos inmensamente.

Hay taquillas disponibles para ver la pelota gratuitamente otra ver. Usted debe de llevar 8 ninos por cada adulto.

Los últimos libros de RIF se han distribuido a los ninos, 23-24 de Abril. Esperamos que los padres ayuden a los ninos con la lectura de los libros que ellos han escogido.

Los talleres que se llevaron a cabo para los padres han sido de mucho exito, con la ayuda continuada de los padres estos talleres pueden ser mejor el ano que viene.

REUNION DEL P.T.A.

Nuestra reunion se realizo el 23 de Abril, a las 7p.m.. La reunion fue pequena, pero exitosa. Me gustaria expresar las gracias a todos que vinieron, para saber lo que sucede en nuestra escuela.

NO SE ONIDEN DE MAMA,
EL 12 de MAYO!

HAPPY
BIRTHDAY

Lydia Pena May 14
Marisa Rivera
May 5 K-1-2

Don't forget
about our Raffle

HAVE A HAPPY
Mothers DAY

WHAT YOU SHOULD KNOW ABOUT SICKLE-CELL ANEMIA

• • •

THE CITY OF NEW YORK
HEALTH SERVICES ADMINISTRATION
DEPARTMENT OF HEALTH

BACKGROUND HISTORY

United States
MEXICO
BAHAMAS
JAMAICA
PUERTO RICO
CENTRAL AMERICA
South America
Africa

Sickle-cell anemia is an inherited condition which occurs mostly in people of African descent. It can also affect Puerto Ricans, Latin Americans, Greeks, Italians and Indians, but much less often.

It is possible that the sickle-cell condition began many centuries ago in Africa and countries bordering the Mediterranean Sea, where the disease of malaria was widespread. It is believed that the sickle-cell trait may have protected against malaria.

Today, in the United States malaria is no longer a threat so the sickle-cell trait is not beneficial.

• • •

WHAT IS SICKLE-CELL ANEMIA AND SICKLE-CELL TRAIT? HOW CAN YOU FIND OUT IF YOU OR YOUR CHILD HAVE EITHER SICKLE-CELL ANEMIA OR THE TRAIT? WHAT KIND OF HELP AND COUNSELING IS AVAILABLE?

-•-

These are some of the questions this pamphlet will try to answer for you.

There are two kinds of sickle-cell conditions – sickle-cell trait and sickle-cell anemia. They are very different.

SICKLE-CELL TRAIT	SICKLE-CELL ANEMIA
Found in approximately one out of 10 to 20 blacks, and one out of 20 to 40 Puerto Ricans.	***Much rarer. Found in one out of 500 to 800 non-white people.***
Generally no symptoms and not harmful.	***Have symptoms and may be serious and severe.***

HOW DO YOU GET A SICKLE-CELL CONDITION?

Sickle-cell conditions are not contagious or catching. They are the result of an inherited trait in the blood which is passed down from parents to children in much the same way as body size and the color of the hair, eyes, skin, etc.

If only one parent has the sickle-cell trait, a child may inherit it and can pass it on to *his* children. This trait is the form of the sickle-cell condition that is generally not serious. But, if *both* the mother and the father have the trait, each of their children may inherit a "double dose," so to speak, and may have sickle-cell *anemia*, the more serious form.

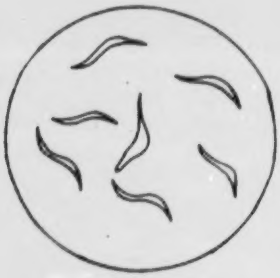
To put it another way, a child can have sickle-cell anemia *only* when both parents have the trait. That's why sickle-cell anemia is much less common than the sickle-cell trait. At least nine out of ten non-white people have blood that is completely free of the sickle-cell condition. Their children will not develop sickle-cell *anemia*.

• • •

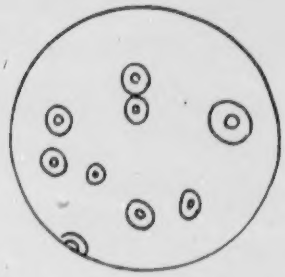
WHAT IS SICKLE-CELL ANEMIA?

Sickle-cell anemia is a rare disorder of the red blood cells. Normal red blood cells are round and flexible. They contain hemoglobin which gives the blood its red color and carries oxygen throughout the body. They can easily slip inside the very tiny blood vessels, pass along their oxygen and slip out again. We all need oxygen to breathe, so this is a very important job.

People with sickle-cell anemia also have a number of red blood cells that are *not* normal. These cells change in shape after giving up their oxygen. They become sickle shaped and cannot get out of the tiny blood vessels. As a result, they jam up and block the body's circulation of blood. This condition causes painful symptoms in people with sickle-cell anemia.



SICKLE-CELLS



NORMAL CELLS

• • •

WHAT ARE THE SYMPTOMS OF SICKLE-CELL ANEMIA?

Symptoms of sickle-cell anemia include weakness, irritability, chills, fever, headache and severe joint and abdominal pains. People with this disease may appear yellowed or jaundiced looking. Ulcers may appear on the legs. Recurrent attacks of fever and pain, called "sickle-cell crisis," may occur following emotional stress, strenuous exercise, infection, or even during a common cold. Since there are many other diseases with similar symptoms, it is important for the doctor to know if a person has sickle-cell anemia or the sickle-cell trait.

A person with the sickle-cell *trait* doesn't have these symptoms, but he may get them under unusual conditions – like very strenuous exercise and high altitude – when the body needs a lot of oxygen.

• • •

330

CAN SICKLE-CELL ANEMIA BE CURED?

At the present time, there is no cure for this disease. However, scientists are busy doing research to find a way to stop the red blood cells from sickling, twisting and breaking. Studies are being made to find a way to "un-sickle" a cell and restore it to its normal, round-shaped, supple form. And better ways are being found to help the pain and damage caused to stopped-up blood vessels.

•••

CAN SICKLE-CELL ANEMIA BE PREVENTED?

If you are going to have children, you will want to know if you have the sickle-cell trait, because if ***both*** mother and father have the trait, the chances are one in four – for ***each*** pregnancy – that each of their children will inherit sickle-cell anemia. Counseling can be helpful to couples who both have the sickle-cell trait and want to decide about having a family.

•••

SHOULD YOU GET A TEST FOR SICKLE-CELL ANEMIA AND SICKLE-CELL TRAIT?

Yes. Everyone should know about the sickle-cell conditions.

Testing for sickle-cell conditions is not a new procedure. Many medical centers and many doctors have been giving this test for years as part of routine blood examinations for their black and Puerto Rican patients. If you or your children are under medical care at the present time, you may already have had this test. So check with your doctor the next time you see him to avoid duplication.

The screening test for sickle-cell condition is very simple and requires just a drop of blood from a finger. If your test is negative, it means that you do not carry the sickle-cell trait or anemia. If your test is positive, it means you ***may*** have the anemia. To make certain you don't have sickle-cell anemia, you will need another test. This test is also done on the spot, and you will know the results in a week or so at your return visit.

•••

SCREENING TESTS, FOLLOW-UP TREATMENT FOR PEOPLE WITH ANEMIA AND COUNSELING FOR PARENTS ARE AVAILABLE THROUGHOUT THE CITY, AND THEY ARE FREE. FOR INFORMATION, CALL ANY DISTRICT HEALTH CENTER (LISTED BELOW) OF THE DEPARTMENT OF HEALTH.

MANHATTAN			
Central Harlem	2238	Fifth Avenue	690-2600
East Harlem-Kips Bay	158	East 115th Street	TR 6-0300
Lower East Side	341	East 25th Street	MU 9-6353
Lower West Side	303	Ninth Avenue	LA 4-2537
Manhattanville	21	Old Broadway	MO 6-5900
Morningside	264	West 118th Street	MO 3-3822
Riverside	160	West 100th Street	UN 6-2500
Washington Heights	600	West 168th Street	WA 7-6300
BRONX			
Morrisania	1309	Fulton Avenue	WY 2-4200
Mott Haven	349	East 140th Street	MO 9-6010
Tremont-Fordham	1826	Arthur Avenue	LU 3-5500
Westchester-Pelham	2527	Glebe Avenue	SY 2-0100
BROOKLYN			
Bedford	485	Throop Avenue	574-5300
Brownsville	259	Bristol Street	HY 8-6742
Bushwick	335	Central Avenue	HI 3-5000
Crown Heights	1218	Prospect Place	SL 6-8902
Flatbush-Gravesend	1601	Avenue S	NI 5-8280
Fort Greene	295	Flatbush Avenue Ext.	643-3768
Red Hook-Gowanus	250	Baltic Street	643-5725
Sunset Pk.-Bay Ridge	514	49th Street	GE 6-2800
Wmsburg-Greenpoint	151	Maujer Street	EV 8-3714
QUEENS			
Astoria-Maspeth	12-26	31st Ave., Astoria	AS 8-5520
Corona-Flushing	34-33	Junction Blvd., Jackson Heights	HI 6-3570
Jamaica	90-37	Parsons Blvd., Jamaica	OL 8-6600
Rockaway	67-10	Rockaway Beach Blvd.	NE 4-7700
RICHMOND			
Richmond	51	Stuyvesant Place, St. George, S. I.	SA 7-6000

◆ ◆ ◆

ACKNOWLEDGEMENTS

Art and portions of this copy are from a publication produced by St. Mary's Hospital, ''*The Sickle Cell Story,*'' Christine Sakal, R.N., *Illustrator;* William F. Greene, *Executive Director.*

1664

Health Services Administration

DEPARTMENT OF HEALTH • THE CITY OF NEW YORK
125 Worth Street, New York, N. Y. 10013

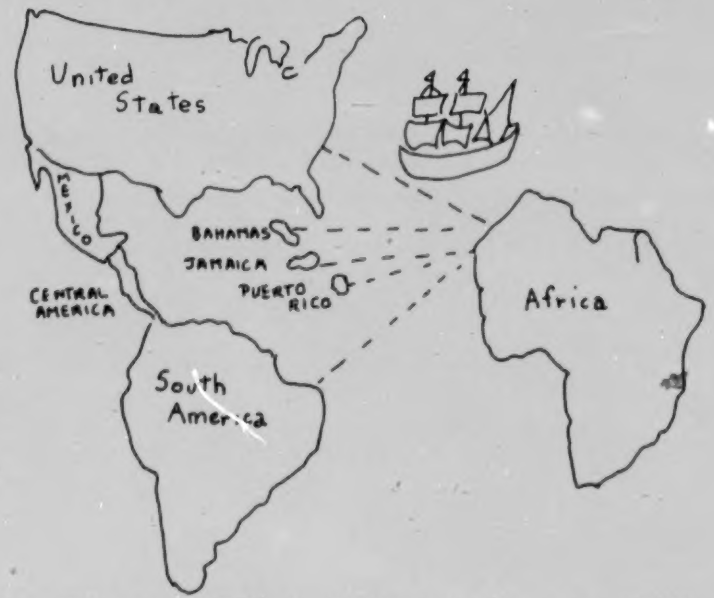
M 922114 75M 1973 [illegible] 82

LO QUE USTED DEBE SABER DE LA ANEMIA "SICKLE CELL"

• • •

THE CITY OF NEW YORK
HEALTH SERVICES ADMINISTRATION
DEPARTMENT OF HEALTH

ANTECEDENTES HISTORICOS



La anemia "sickle-cell" es una condición hereditaria que ocurre con mayor incidencia en personas de descendencia africana. También afecta, aunque con menor frecuencia, a los puertorriqueños, latino-americanos, griegos, italianos e indios.

¿Cuál es la diferencia entre la *anemia y el rasgo* "sickle-cell"? ¿Cómo puede usted enterarse si usted o su hijos tienen la anemia sickle-cell, or si sólo han heredado el rasgo? Qué clase de ayuda o consejos tiene a su disposición? Este folleto tratará de contestar algunas de estas preguntas.

◆◆◆

HAY DOS CONDICIÓNES "SICKLE-CELL" -- EL RASGO "SICKLE-CELL" Y LA ANEMIA "SICKLE-CELL" - LAS CUALES NO DEBEN CONFUNDIRSE:

(a) el RASGO "sickle-cell" se encuentra en aproximadamente uno de cada 20 to 40 puertorriqueños y en uno de cada 10 a 20 negros - esta condición no es daniña, y generalmente no produce síntomas;

(b) la ANEMIA "sickle-cell" se encuentra en una de cada 500 a 800 personas no-blancas -- esta condición, aunque muy rara, produce síntomas y puede ser muy grave y severa.

¿CÓMO SE CONTRAE LA CONDICIÓN DE SICKLE-CELL?

Esta condición es hereditaria - no es contagiosa.

Ambas condiciones de sickle-cell - el rasgo y la enemia - son el resultado de una característica en la sangre que se hereda de padre a hijo en la misma forma que el color de ojos, estatura, etc.

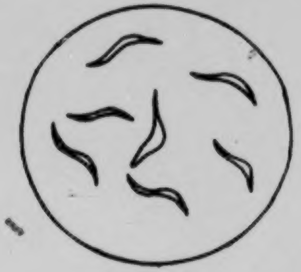
Si sólo *uno* de los padres tiene el *rasgo* sickle-cell, uno de los hijos puede heredarlo y trasmitirlo a su vez - esta condición de sickle-cell no es peligrosa. Pero si *ambos* padres tienen el *rasgo* sickle-cell, trasmiten una "doble dosis" y cada hijo puede heredar la *anemia* sickle-cell - esta condición sí es más seria.

En otras palabras, un niño puede heredar la anemia sickle-cell solamente si ambos padres llevan el rasgo sickle-cell en su sangre. Por ésto las probabilidades de heredar la *anemia* sickle-cell son mínimas, ya ya que de cada diez personas no-blancas, sólo una lleva el rasgo sickle-cell en su sangre.

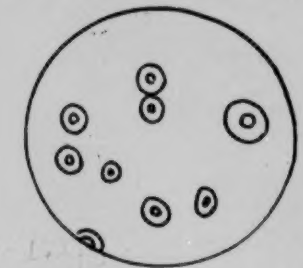
¿ QUÉ ES LA ANEMIA SICKLE–CELL?

La anemia sickle–cell es un trastorno de las células rojas de la sangre sumamente raro. Las células rojas, normalmente redondas y flexibles, no sólo contienen la hemoglobina que da a la sangre su color rojo, sino que llevan oxígeno a todas las partes del cuerpo. Normalmente, estas células rojas se introducen dentro de las venas, dejan su oxígeno, y vuelven a salir. Este proceso de llevar oxígeno a las venas es vital.

Aquellas personas que heredan la anemia sickle–cell llevan en su sangre un número de células rojas que, luego de introducirse en las venas para dejar su oxígeno, cambian de forma y no pueden salir de las venas. Esta anormalidad impide la libre circulación de las sangre a traves del cuerpo ya que las células rojas se agrupan y obstruyen las venas. Esta condición sickle–cell – la *anemia* – produce síntomas muy dolorosos.



SICKLE-CELLS



NORMAL CELLS

• • •

SÍNTOMAS

La *anemia* sickle–cell produce tales síntomas como debilidad, escalofríos, irritabilidad, fiebre, y dolores de cabeza, estómago y coyunturas muy fuertes. La persons puede asumir un aspecto amarillento, como si tuviera ictericia; úlceras o llagas pueden aparecer en sus piernas; puede sufrir ataques de fiebre y de dolor – la "crisis sickle–cell" – luego de estar bajo tensión emocional, llevar a cabo ejercicios fuertes o extenuantes, o pasar un simple catarro común. Es muy importante que un médico determine si una persona lleva en su sangre el rasgo o la anemia sickle–cell, ya que los síntomas anteriores pueden ser producidos por otras enfermedades.

Generalmente, una persona que lleva el rasgo sickle–cell en su sangre no sufre estos síntomas, excepto si se encuentra bajo condiciones excepcionales – ejercicio ardúo, alturas elevadas – donde el cuerpo requiere una cantidad mayor de oxígeno.

• • •

¿TIENE CURA LA ANEMIA SICKLE–CELL?

Hasta el presente no se conoce una cura para esta condición. Los científicos investigan la forma de impedir la deformación y las rotura de las células rojas de la sangre, al igual que la forma de restituirles su forma y flexibilidad original. Sí se han descubierto métodos para aliviar los dolores y el daño acasionado por las obstrucción de las vías sanguíneas.

• • •

¿SE PUEDE EVITAR LA ANEMIA SICKLE–CELL?

Si *ambos* padres llevan el rasgo sickle–cell en su sangre, las probabilidades son una a cuatro de que cada hijo herede la anemia sickle–cell. Una persona no–blanca debe determinar, antes de tener niños, si ella y/o su cónyuge llevan el rasgo sickle–cell en sus sangre. Si *ambos* lo tienen, deben aconsejarse con un médico antes de decidirse a tener familia.

• • •

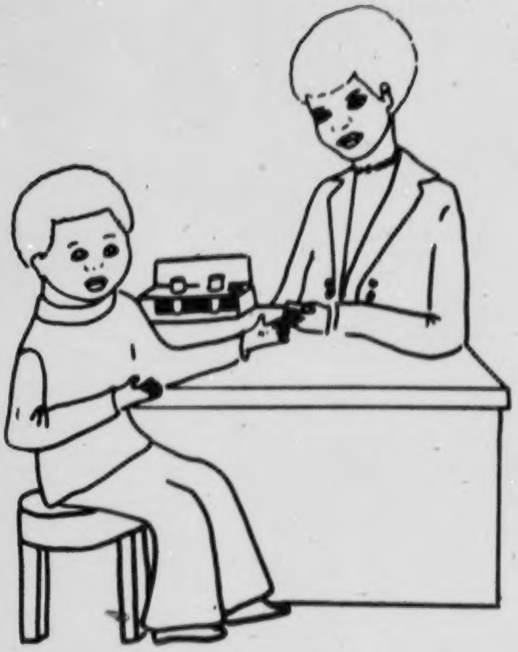
¿DEBE TODA PERSONA HACERSE UN EXÁMEN MÉDICO PARA DETERMINAR LA PRESENCIA DE ESTA CONDICIÓN EN SU SANGRE?

Sí, toda persona debe saber si tiene o no alguna condición sickle—cell — la anemia o el rasgo. Los exámenes médicos para determinar ésto se han estado dando por años. Para muchos médicos, y en muchos centros médicos, este exámen específico es parte del exámen general de la sangre que se le hace rutinariamente a todo paciente no—blanco. Pregúntele a su médico si se lo ha hecho para así evitar duplicidad de exámenes.

Este exámen médico es muy sencillo, ya que sólo requiere una gota de sangre de su dedo. Si el resultado del exámen es negativo, la persona no tiene ni el rasgo ni la anemia sickle—cell. Sí el resultado da positivo, usted *podría* tener la anemia y, para determinar ésto con seguridad, se le hará otro examen inmediatamente — el resultado de este segundo exámen médico se sabrá en una semana.

La Ciudad de Nueva York ofrece exámenes médicos, tratamiento, y servicios de orientación gratuitos. Para información, llame a cualquier Centro de Salud del Departamento de Salud.

◆◆◆



ANÁLISIS, TRATAMIENTO Y ORIENTACIÓN PARA LOS PADRES ESTA AL SERVICIO, GRATIS, POR TODA LA CIUDAD. PARA INFORMACIÓN DETALLADA SOBRE ESTA DOLENCIA, LLAME USTED AL DISTRICT HEALTH CENTER OF THE DEPARTMENT OF HEALTH.

MANHATTAN			
Central Harlem	2238	Fifth Avenue	690-2600
East Harlem-Kips Bay	158	East 115th Street	TR 6-0300
Lower East Side	341	East 25th Street	MU 9-6353
Lower West Side	303	Ninth Avenue	LA 4-2537
Manhattanville	21	Old Broadway	MO 6-5900
Morningside	264	West 118th Street	MO 3-3822
Riverside	160	West 100th Street	UN 6-2500
Washington Heights	600	West 168th Street	WA 7-6300
BRONX			
Morrisania	1309	Fulton Avenue	WY 2-4200
Mott Haven	349	East 140th Street	MO 9-6010
Tremont-Fordham	1826	Arthur Avenue	LU 3-5500
Westchester-Pelham	2527	Glebe Avenue	SY 2-0100
BROOKLYN			
Bedford	485	Throop Avenue	574-5300
Brownsville	259	Bristol Street	HY 8-6742
Bushwick	335	Central Avenue	HI 3-5000
Crown Heights	1218	Prospect Place	SL 6-8902
Flatbush-Gravesend	1601	Avenue S	NI 5-8280
Fort Greene	295	Flatbush Avenue Ext.	643-3768
Red Hook-Gowanus	250	Baltic Street	643-5725
Sunset Pk.-Bay Ridge	514	49th Street	GE 6-2800
Wmsburg-Greenpoint	151	Maujer Street	EV 8-3714
QUEENS			
Astoria-Maspeth	12-26	31st Ave., Astoria	AS 8-5520
Corona-Flushing	34-33	Junction Blvd., Jackson Heights	HI 6-3570
Jamaica	90-37	Parsons Blvd., Jamaica	OL 8-6600
Rockaway	67-10	Rockawsy Beach Blvd	NE 4-7700
RICHMOND			
Richmond	51	Stuyvesant Place, St. George, S. I.	SA 7-6000

ACKNOWLEDGEMENTS

Art and portions of this copy are from a publication produced by St. Mary's Hospital, *''The Sickle Cell Story,''* Christine Sakel, R.N., *Illustrator;* William F. Greene, *Executive Director.*

1664

Health Services Administration

DEPARTMENT OF HEALTH • THE CITY OF NEW YORK
125 Worth Street, New York, N. Y. 10013

M 922114 25M 1973 ◆ 82

NUEVOS BENEFICIOS para los INCAPACITADOS, CIEGOS Y ANCIANOS !

SEGURIDAD DE INGRESO SUPPLEMENTAL (SSI)

Quien Puede Cualificar? .

- Cualifica, toda persona ciega o incapacitada, de cualquier edad, con un ingreso de menos de $227 mensual;
- Cualifica, toda persona, viuda o soltera, que cuente 65 años o más y con un ingreso de menos de $227 mensual;
- Cualifica, todo matrimonio, si ambos cónyugues cuentan 65 años o más, son ciegos o incapacitados, con un ingreso de menos de $315 mensual;
- Cualifica, todo trabajador incapacitado, anciano o ciego donde su ingreso es bajo.

**** Si ya recibe Vd. beneficios de seguro social puede ser que cualifique para los beneficios de SSI.

**** Si Vd. tiene casa de su propriedad, o una pequeña cuenta de banco, y polizas de seguro, puede ser que cualifique para los beneficios de SSI.

**** Si Vd. esta reconocido como eligible para el nuevo programa de SSI, recibirá automáticamente el medicaid.

Para Saber si ud. es Eligible !

Consulte: Social Security Office

Impreso por:

THE AMERICAN RED CROSS IN GREATER NEW YORK
AND
THE COMMUNITY COUNCIL OF GREATER NEW YORK

CALL RED CROSS
AT 498-[illegible]
787 1000 EXT. 557

APPENDIX H

PROJECTED PLAN FOR A BILINGUAL MINI SCHOOL FOR P.S. 345 BROCKLYN

Prepared by:
Nellie R. Duncan
Nova Participant #2

In our effort to effect change during the incoming school year (1974-75) we will begin an operation of a structured, requential bilingual instructional program in Public School 345, Brooklyn.

The program will be instituted in four classes (grades 1 thru 3). The program will vertically expand each year as the original participants are promoted from grade to grade, and new participants enter the initial grades. These bilingual classes will become a semi-autonomous mini-school within a wing of the parent school.

During this school year, I served as the Teacher Trainer and the Curriculum Specialist. I identified two classroom teachers and one assistant principal with whom I worked very closely. They were given special help and assistance and worked in a quiasi apprenticeship role. These three people will assume most of the responsibility for moving the program forward during the 1974-75 school year. I will continue to work with them during the 1974-75 school year in a consultant role.

A detailed description of the projected plan for the 1974-75 school year can be found in EXHIBIT #________, titled - PROJECTED PLAN FOR A BILINGUAL MINI SCHOOL FOR P.S. 345, BROOKLYN.

Program Design:

The program will operate in four classes spanding grades one through grade 3.

Both Spanish-dominant and English-dominant students will participate. The children will be grouped according to their proficiency in their own native language. Cultural heritage will be part of the Language Arts, Science, English as a Second Language, and Spanish as a Second Language curriculum. Emphasis on inter-cultural understanding will be given in the Social Studies Curriculum. In order to achieve maximum results in the program, class size will be limited to 25 children. Children will be given intensive work in Language Arts, in the child's dominant language. Spanish-dominant children will receive 90 minutes daily of English as a Second Language instruction. English-dominant children will receive 45 minutes of Spanish as a Second Language. The teacher will prepare her room and the subject area in order to provide for opportunities to work individually with children. There will be a paraprofessional in each classroom that will assist the teacher in providing individual assistance to her students.

Parents will be given the opportunity to help in the selection of cultural materials, projects and other resources. They will be involved in all facets of the program. Workshops will be conducted to encourage participation and develop leadership. Parents will contribute with their knowledge and expertise of their own cultural heritage in the preparation of materials; programs which will benefit the prople of both cultures. Parents will further serve as a liasion between the rest of the community and the school.

The Guidance Counselor will interview, screen and help with the selection of the children in the program. The Guidance Counselor will organize her program according to the needs of the children and the community. She will hold periodic individual and group conferences with students, staff and community resource agencies.

The curriculum specialist will assess individual curriculum needs with the project personnel. She will collect and evaluate the curriculum relevant to the project student population. She will adapt and design the curriculum to meet the needs of the children in each class. She will keep up to date with the bilingual materials being produced and will establish a bilingual resource center. She will coordinate the input, involvement and activities in the project. She will also train parents in the development of cultural material so as to foster the direct involvement of the parents of the children in the project.

In order to provide effective training of teachers, a workshop was provided for all of the staff during the school year. This course was an intensive workshop in the theory and methodology of Bilingual Education. The entire staff has begun to understand their roles within the entire structure. Lesson plans were prepared and the entire organization of the Bilingual school for P.S. 345, Brooklyn was established.

Teachers best suited for the program was identified by the Principal and Nova Participant #2. During the 1974-75 school year, the Teacher Training program will be continued.

CURRICULUM AREAS:

A. Language Arts Activities (Listening, Speaking, and Writing). Grades 1 - 6

Language arts curriculum will be concerned with the communication of ideas through activities interrelating listening, speaking, reading and writing in the students mother tongue. In the observing listening activities children discrimination through:

1. Observing and listening
   a. Focusing attention on speaker through storytelling, giving directions, etc.
   b. Viewing films, filmstrips, watching television, listening to the radio, and reporting what was seen or heard.
2. Expressing ideas orally.
3. Oral Reading

   Through the reading of poems, passage selections and stories the children will read conveying mood and feeling using voice with attention to volume, stress, pitch, pulse, rate, pronunciation and phrasing.
4. Reading Multi Ethnic Literature

   The children will read for comprehension enjoyment and information, folktales, fairy tales, fables, myth, animal, realistic and imaginative stories, biographies, rhymes and poems.

5. Expressing ideas in writing

   a) composing stories, reports, outlines, letters, verse, etc. using the appropriate grammar rules for each specific activity.

      1. creative writing

   a. organizing ideas for oral presentation from books, newspapers, stories; etc.

   b. participation in dramas and assembly programs

   c. reciting poems, singing songs

Reading:

A. Word Power

Recognition of words by sight context, phonics, and structural analysis.

B. Comprehension Skills

The children will learn to find the main idea from stories, poems, etc.

They will learn to skim through stories, poems, etc. to find details important to the main idea.

The students will use the table of contents, glossary, index.

The children will write stories about events experienced by them, write reports from news and other items of interest to them, write compositions about their family, friends, pets, trips, vacations, etc. They will create poems. They will improve their handwriting through practice exercises.

Enrichment Activities:

1. Assembly programs in which the children participate reciting their poems and reading their stories, singing songs in their dominant language.
2. creative writing about special holidays.
3. spelling bees
4. simple simon
5. anograms
6. reading instructions on games and assembling instruments.
7. use of tapes and recording instruments
8. listening to records in the childrens' dominant language.

B. English as a Second Language (Spanish Dominant Children). Grades 1 - 3

English as a Second Language will be taught in various levels to allow for individual differences. The activities will be divided into oral activities, reading activities and writing activities.

1. Oral Activities

In the listening/speaking activities the pupils will learn the related skills by listening and imitating the teacher, association of vocabulary and objects, and participating in dialogues. The skills will be reinforced by the use of pictures, slide, films, language, laboratories, tapes, records, radio and television. The students will learn the basic patterns of sound and structure for communication purposes.

2. Reading Activities

The pupils will be able to practice the audio/lingual skills through reordering the material and patterns learned in the oral activities. They will practice reading labels, caption directions, calendars, etc. Simple completion drills will be provided by the teacher. The pupils will have the opportunity to play games, sing songs and read stories related to cultural heritage of the second language.

3. Written Activities

The written activities eill center around the oral and reading exercises. The pupils will practice writing labels and captions, copying sentences previously heard and spoken and simple completion drills.

C. Spanish as a Second Language (English Dominant Children) Grades 1 - 3

The students will develop language skills and cultural appreciation through the following.

1. Understanding and Speaking.

The children will listen to and imitate the model voice. The teacher will provide vocabulary building exercises. She will give commands by actions and words and the children will carry them out. After following the pattern established by the teacher, the activity can be carried out among students. The teacher will present drill exercises to reinforce the material presented. The children will learn simple grammatical and structures by imitation and repetition of basic patterns. The children will participate in simple dialogue where, 1) they will introduce each other 2) order food in a restaurant 3) go to the post office 4) buy articles of clothing or food 5) talk about objects and colors, 6) talk about every day's task, 7) talk about their families, friends, pets, vacations, holidays, etc.

2. Reading

The children will learn to read the vocabulary and patterns practiced orally. They will read labels, captions and simple instructions. They will read materials according to their grade level.

3. Writing

The children will copy materials learned previously in the oral and reading activities, observing the grammatical rules. The teacher will dictate materials, words, etc. that they will copy from dictation.

4. Enrichment Activities

The children will learn stories, poems, songs, in the second language. They will learn about the cultural heritage. Children will collect and display pictures, posters, coins, stamps, books, magazines, calendars, menus, etc. They will take imaginary trips to Hispanic countries. There will be map work to locate the Hispanic countries.

D. Social Studies

The Social Studies program will emphasize pupil experiences through classroom, school, and community activities. Pupils will take trips, will use books, maps, globes, pictures, audio-visual materials, documents, case studies, artifacts, realia, and historical accounts. Experiences such as these help pupils develop concepts relating to man's activities in a school, community, national and world setting. The content for each grade will consist of the following topics.

1. His school and home environment.
2. Living and working together.
3. Living and working together.
4. Cultures around the world, cultural, geographical relationships. Emphasis will be given to Puerto Rican, and other Hispanic cultures and Afro-American cultures.
5. American people and leaders.

Social Studies will be taught in the student's dominant language. Panel discussions, newspaper readings, map readings, guest speakers on related subjects and others are some of the activities that will be carried out in the class. The activities mentioned above will be adapted to the students needs and grade level.

Emphasis in Social Studies will also be placed on developing an awareness and an understanding of life in N.Y.C. and the Metropolitan area. Frequent field trips will be utilized to vitalize instruction, to familiarize pupils with various parts of the immediate community and the N.Y.C. to develop real life experiences useful in language development.

The Social Studies will be geared toward individualized instruction. The pupils will work in their own projects. They will work in groups or areas chosen by themselves.

Many of the subject areas will be inter-related. Math concepts will be stressed not only in Math, but also in Science, Art, etc. All of the subject areas will be reinforced in the second language. The suggested time allotment will be flexible. The children will be integrated in all the subject areas except second language learning.

SUGGESTED
TIME ALLOTMENT FOR VARIOUS SUBJECTS

ENGLISH DOMINANT	SPANISH DOMINANT
Language Arts - 90 minutes daily	Language Arts - 90 minutes dai
Span. Sec. L. - 45 minutes daily	Eng. Sec. Lang. - 45 min. dail
Math - 45 minutes daily	Math - 45 minutes daily
Science - 45 min. twice per week	Science - 45 min. twice per wee
Social Studies - 45 min. 3 days per week	Social Studies - 45 min. 3 days per week
Group Guidance - 45 min. per week	Group Guidance - 45 min. per we
Art - 45 min. per week	Art - 45 min. per week
Gym - 45 min. per week	Gym - 45 min. per week
Music - 45 min. per week	Music - 45 min. per week
Health Ed. - 45 min. per week	Health Ed. - 45 min. per week

	9:00 -9:45	9:45-10:30	10:30-11:15	11:15-12:15	12:15-1:00	1:00-1:45	1:45-2:30
MONDAY	Language Arts English	Math	Soc. Stud. Cultural Heritage	L	Spanish as a Second Language	Enrichment Activity Language	Art
TUESDAY	Language Arts English	Math	Science	U	Spanish as a Second Language	Penmanship	Music
WEDNESDAY	Language Arts English	Math	Soc. Stud. Cultural Heritage	N	Spanish as a Second Language	Library	Gym
THURSDAY	Language Arts English	Math	Science	C	Spanish As a Second Language	Enrichment Activity Language	Guidance
FRIDAY	Language Arts English	Math	Social Studies	H	Spanish as a Second Language	Reading Lab	Health Ed.

MATERIALS

Filmstrips:

Puerto Rico and the Puerto Ricans
People of the Carribbean
People of the City
I can Read Signs
The Alphabet City
Do You Know (Set1-11)

Puerto Rico Kit - Textbook - Puerto Rico
Filmstrip- This is Puerto Rico
28 Study Prints (Bilingual)
Alexander's Breakfast Secret - Bilingual Kit
Language Visual Aids
Initaial Sounds in English
Posters
Mi Primer Diccionario
Libros Faciles de Lectura:

Dejen Que Papa Duerma
Vendras a mi Fiesta?
Date Prisa Cachazudo
El Viejo y El Tigre
Ningun Lugar Para Jugar
Arturito El Astuto ——

Serie De Libros Para La Ninez de Bowma :
Sabes Que?
Amigos, Amigos, Amigos
Afuera
Que Dices
Papa Es Grande

Walt Disney:
Un Solar de la Natrualeza
Hacia Marte y Mas Alla
La Isla de la Focas
Las Praderas del Rosado

Lets Play Games in Spanish 1,2
Ya Se Leer
Bedtime Stories in Spanish
El Gallo Sabio (Bilingual) The Wise Rooster
Horas Encantadas
Libro Primero y Tercero de Lecturo -El Nuevo Sembrador
Poemas Infantiles-Pipo
Mis Primeras Canciones
Mi Amigo Gergorio
Cuentas de Andersen
Despertar (Libro de Lectura) 2 grade
Tierros de Encanto
Story Books
Call them Heros-Books 1-4

DISSEMINATION LIST: L-15G(S) BILINGUAL RESOURCE CENTER

Textbooks, Educational Materials and Audio-Visual Aids District
Project BEST - Bilingual Resource Center P.S. 155 Room 206

Textbook

Laidlaw Series - with Teacher's Guide and Workbooks
La Lengua Espanola 1-2-3
La Cantilla Fonetica
Matematicas Para la Educacion
Primaria-Libro para Kindergarten Primero, Sequndo grade- Addison Wes
La Ciencia-Jugamos y Trabajamos-Libro Primero
Agui y Ahora-Libro Sequndo-D.C.
Social Studies:
Cultual Puertorriqueno
Conociendo A Borinquen
El Mundo y mi Cummunidad
Mi Pueblo y Su Gente
Discovering Puerto Rico - Book and Workbook
Puerto Rico - Book and Workbook

Reference Books:

Enciclopedia Puertorriquena Ilustrada
El Nuevo Tesoro de la Juventud
Lestellos Immortales
Puerto Rico Ayer y Hoy
Tu Pueblo y el Mio
Las Americas Ayer y Hoy
Puerto Rico y Su Historia-Vol. 1,2,3,
ABC de Puerto Rico
Libron de Lectura en Ciencia
Naturaleza - Ciencia y Ficcion
Noso tros-Para Grado Medio
Curiosidades y Ejemplos-Para Cuarto Ano
Continente - Para Grado Superior
Primeras Lucee - Segundo Ano
La Ciencia en tu Mundo
La Ciencia en tu Vida

Nuestro Mundo - 1,2 (Estdio de la Natrualeza)
La Ciencia - 1,2 Ray
Health Education
Mi Primer Libro de la Salud
Mi Segundo Libro de la Salud

Records:

Songs of Spanish America (Books and companions of little songs, finger plays and verses)
Canciocitas Para Chiquitines
Juegos Meniques Para Chiquitines
Versitos Para Chiquitines
Buenos Dias
Los Cuatro Cantantes de Guadalajara

DISSEMINATION LIST: L-15G(S) BILINGUAL RESOURCE CENTER

Textbooks, Educational Materials and Audio-Visual Aids District 7

Textbooks:

Ladlow Brothers Series: Poe el Mundo del Cuento y la Aventura
(Serie de textps basicos para Puerto Rico e Hispanoamerica)

D.H. Heath: Tectos de Ciencia Libro I, Libro II, Libro III
Jugamos y Trabajamos Libro II
Aqui Ahora, Libro III, Lejos y Cerca

Mathematics:
Ladlow Brothers: Mathematica 1, 2, 3, 4, 5, 6.

Educational Materials:
1. Mathematics:
(1) Hojas de Estudios y "Skilltapes"
de Meril-grados 1-6, en espanol y en ingles

STAFF

Teacher Trainer
Duties:

To provide preservice and in-service training to teachers focusing on techniques of teaching in two languages and background information relevant to bilingual education.

To expose teachers to theories of language learning that will assist them to effect changes in the curriculum that lead to the development of experimental approaches to the teaching of English to Spanish speaking children and Spanish to English speaking children. The end of the training sessions the teachers will have to demonstrate through role playing techniques their abilities to observe accurately, record and effectively alter learning process in the classroom.

To acquaint teachers with materials, approaches and techniques used in taaching language skills in English to Spanish speaking children and Spanish to English speaking children.

To evaluate textbooks and other teaching aides and provide instruction for usage.

Curriculum Specialist

Duties:

To give orientation to teachers in the implementation and evaluation of materials.

To identify, gather and evaluate examination copies of Title VII produced curriculum in the areas of Spanish as a native language, Spanish as a Second language, English as a Second language, culturally oriented materials and all other curriculum areas in both English and Spanish.

To make periodic reports to the principal on the activities of the curriculum program.

Organize curriculum workshops for the project personnel and for parents.

To observe classroom teaching strategies and confer with the teachers involved.

Arrange for intervisitation among teachers.

Organize and conduct on-site paraprofessional and in-service teacher training workshops.

Assistnthe community involvement component in acquainting parents with materials and strategie used in the classroom.

Organize through the community involvement component a volunteer parent curriculum committee for input into existing curriculum.

Bilingual Teacher in School and Community Relations Duties:

Description of Duties

The Bilingual Teacher in School and Community Realtions works in three major functional areas:

1. As a community realtions agent her role is:

   a. To organize workshops, clubs and other activities which would help to orient parents to school procedures and to provide opportunities for parental service and growth.

   b. Serve, when and where appropriate, as a resource person to the Parents Association in its organizational work and to be available to attend meetings of the executive committee and of the general parent body on a regular basis.

   c. To maintain contact with community persons and agencies in order to bring back to the school a better understanding of needs of the community he is serving, and to bring to the community, a better understanding of the schools. This includes attendance at appropriate meetings.

2. As a participant in the guidance process her role is:

   a. To assist in all professional aspects of the registration of pupils during all registration periods.

b. To assist in determining class placement, transfers and promotions.

c. To administer or assist in administering appropriate educational tests to pupils.

d. To make home visits, to help in the guidance of pupils and parents where appropriate to the Bilingual Teacher Program.

e. To work as a team with guidance personnel.

3. As a resource person to the school:

a. To assist the classroom teacher in preparing relevant instructional programs.

b. To assist in developing and in implementing special programs.

c. To assist in the orientation of newly assigned school personnel.

d. To serve as a resource for other staff members with respect to the language, history customs of the pupils and with respect to parent and community feelings.

Bilingual Classroom Teacher

Description of Duties

The Bilingual Classroom Teacher will:

Provide instruction in the children's dominant language.

Provide instruction of English as a second language.

Be responsible for keeping classrooms with the cultural aspects of the program.

Be responsible for reporting to parents.

Work closely with the principal in the implementation of the program.

Confer periodically with guidance counselors about matters relevant to the program and the participating students.

Maintain his/her own scholarship, constantly sharpen his/her own sensitivities to both cultures and will constantly improve his/her skills in approach for teaching non-English children.

Responsible for adaption of curiculum to the needs of the Bilingual Student.

Will attend Teacher Training sessions.

Educational Assistant Duties:	An educational assistant will be assigned to each teacher. They will work under the supervision of the teacher. They will give assistance on a one to one basis in teacher directed activities. They will attend pre. and inservice sessions. They will assist in the preparation and distribution of materials and supplies. They will escort children to other educational areas.
School Aide Duties:	They will assist in non clerical work. They will circulate books and materials. They will rexograph materials for the teachers in the program. They will assist in setting up workshops.

362A

Guidance Counselor's Duties

Description of Duties

The Guidance Counselor will screen each child in order to place him in the Bilingual Class. Placement in this sense requires:

a) recognition of the pupils' status in a particular content sequence

b) provision of the instruction that will start "where he is."

Diagnose the pupils' weaknesses - gaps in their knowledge, understanding and skills. The diagnosis will presumably help us to pinpoint individual remedial work and/or to revise our methods of teaching some elements that we deem important in the curriculum.

The Guidance Counselors will evaluate the clients referred to the Bilingual Classes to seeehow they are doing and the growth and development that occur since they were placed in the special class.

Periodical conference with the bilingual classroom teachers will help in the evaluation of the individual students or the class as a whole.

The Guidance Counselor will provide orientation to newly arrived families and their children. He will make home-visits whenever necessary and will direct parents to community agencies to seek help they may need.

Using his bilingual and bicultural knowledge and skills he will assist in any aspect of the g ance of the non-English speaking pupils in his educational career.

The guidance counselor will organize workshops, clubs, and other activities which would help to orient the parents to school procedures and to provide opportunities for parental service and growth. He will maintain contact with the community persons and agencies in order to bring back to the school a better understanding of the needs of the community he is serving and to bring to the community a better understanding of the schools.

The guidance counselor will develop group guidance classes where he will enhance the cultural heritage and self-concept of the non-English children.

Periodic conferences between the teachers and the guidance counselors should take place in order to evaluate the children participating in the program, follow-up special cases, etc.

EVALUATION TIME LINE

Instructional

September, 1974 - Pre-tests

Language Arts

Spanish

Pruebas de Lectura - Primaria, Elemental grades 1-3, Guidance Testing Associates, Austin, Texas.

English

Metropolitan Reading Test, Primary, Elementary grades 1-3, Harcourt, Brace, Janomovich, New York.

English as a Second Language

ESL Diagnostic - McGraw-Hill, Grade 3.

Spanish as a Second Language

Spanish Oral Proficiency, Grades 1-3, Guidance Testing Associates.

Mathematics

Spanish

Pruebas de Matematica, Primaria, Elemental, grades 1-3, Educational Testing Service, San Juan, Puerto Rico.

English

Metropolitan Mathematics Achievement Test, Primary, Elementary, Grades 1-3.

October to June, 1975

Collect results of teacher-made evaluation in all subject areas.

October to June, 1975

Bilingual staff has monthly conferences with principal to discuss the results of the teacher-made evaluations and the standardized tests given.

June 1, 1975 - Post-Tests

Same tests given in Pre-test, but a different form.

Materials

October 15, 1975

Bilingual staff will develop a form to measure the use of the Bilingual Resource Center by the staff. They will also develop a form to measure the amount of material for Resource Center utilized by the teachers in their classrooms.

January 31, 1975 - June 1, 1975

The Bilingual staff will discuss with the Project Director the results of the information gathered.

Staff Development

October 1, 1974 - May 1, 1975

The Teacher Trainer will keep a count of the number of teachers and paraprofessional participating in the training session.

June 1, 1975

The Bilingual Staff will discuss the results with the principal.

Parental Involvement

October 15, 1974

The Bilingual Staff will develop forms to guage the amount of parental involvement in all the phases of the project.

November 1, 1974 - June 1, 1975

The Bilingual Staff will hold monthly conferences with the principal.